

## DOCUMENT RESUME

ED 405 228

SO 022 132

**TITLE** Social Studies: Level Two--Identity. Teacher's Guide=Araling Panlipunan: Ikalawang Antas--Pagkakakilanlan. Patnubay Ng Guro. [Chinese/English Edition.]

**INSTITUTION** Berkeley Unified School District, Calif. Asian American Bilingual Center.; California State Univ., Los Angeles. National Dissemination and Assessment Center.

**SPONS AGENCY** Department of Education, Washington, DC.

**PUB DATE** 81

**NOTE** 445p.; For related documents in the series, see SO 022 126-135; for the corresponding resource book, see SO 022 133.

**PUB TYPE** Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Multilingual/Bilingual Materials (171)

**LANGUAGE** English; Chinese

**EDRS PRICE** MF01/PC19 Plus Postage.

**DESCRIPTORS** \*Bilingual Education; Concept Formation; \*Cultural Interrelationships; \*Curriculum Development; Elementary Education; \*Ethnic Groups; Family (Sociological Unit); Filipino Americans; Grade 3; Grade 4; Individual Development; Instructional Materials; Learning Activities; Self Concept; \*Self Esteem; Tagalog; Teaching Guides; Thematic Approach

**ABSTRACT**

This Pilipino teacher's guide written in Chinese and English is part of Berkeley, California Unified School District Asian American Bilingual Center's interest in fostering the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correspond with the concepts of identity, needs and interaction. Level Two is designed for children in grades three and four. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Self-Worth," examines the basic values of people, their basic rights, and their ability to develop their abilities and explore their interests. Unit 2, "Family," explains that families interact with each other in many ways, including work. Unit 3, "Ethnic Group," develops the theme that members of ethnic groups are people with a common history in their native country and the United States and share a cultural background. The unit also examines the notion that ethnic groups share certain characteristics. The document includes an introduction and notes to the teacher. (SG)

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# Teachers' Guide

教 育 指 南

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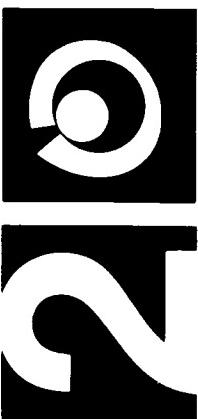
Asian American Bilingual Center



亞 美 異 語 中 心

Social Studies  
社會學

IDENTITY



# Teacher's Guide

教旨指南



IDENTITY  
自我

*Social  
Studies*  
社會學科

亞美雙語中心



Asian American Bilingual Center

## **ACKNOWLEDGEMENTS**

The Asian American Bilingual Center's Level Two Social Studies Curriculum is the work of several people. The overall conceptual framework was the product of Linda C. Wing. This Identity volume was written by Voltaire Gungab and Annie Ching. The editors were Jose Y. Arcellana, Gloria Garcia, Derek Pai-Min Chang, Sau-ling Cynthia Wong, Mary Ann Castagnetti, Thomas Ng, and Linda C. Wing. Gordon Chun, Michael Lam, Belle How, Paul Chock, Chester Yoshida, Rosalyn Chan, Agapito Ramos, and Pat Jang collaborated on the design, art and production work.

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTER  
CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
5151 State University Drive  
Los Angeles, CA 90032

Developed by

**Asian American Bilingual Center**  
**1414 Walnut Street, Room 9**  
**Berkeley, CA 94709**

This publication was supported in whole or part by a grant to the Berkeley Unified School District from the U.S. Education Department under ESEA Title VII, the Bilingual Education Act. However, any views expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the federal government should be inferred.

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概念要旨二  
種族羣體是由具有共同的美國歷史背景  
的家庭及其他人所組成。

概念要旨三  
種族羣體的成員具有共同的文化背景。  
概念要旨四  
種族羣體雖各不相同，却具有某些共同  
的特徵。

## **CONCEPTUAL STATEMENT II**

Ethnic groups consist of families and other people who have a common history in the United States.

## **CONCEPTUAL STATEMENT III**

The members of an ethnic group share a cultural background.

## **CONCEPTUAL STATEMENT IV**

While ethnic groups differ, they also share certain characteristics.

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## **CONCEPTUAL STATEMENT II**

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While ethnic groups differ, they also share certain characteristics.

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亞美雙語中心的課程，旨在培養兒童身心全面性的成長。這個目標，是基於以下的信念；兒童智能上的發展，與他的合群性、感情和體能上的發展是不能分割的。

為了促進兒童全面的成長，本中心編撰課程時採取了綜合性的處理方法；課程不按傳統科目分組，而是一個整體，以社會學科定為全部課程的核心：數學、閱讀／語文，美術和科學，全都依社會學科的主題和概念組織。

社會學科的主要有四個：兒童、家庭、社區和自然環境。這些主題盤旋而上，即是說，它們按年級的遞升不斷重複出現和擴展。隨著兒童的成長，他掌握的觀念由簡而繁，從了解自我到了解外在群體的人；而每個年級中，都各有其著重的主題。

與上面四個主題相交的，是三個概念：自我、需要和交流。

### ○自我

一個健全和積極的自我觀念，是每個兒童生活中至為重要的部份，對他日後在智、情、群、體上的發展是不可缺少的。這觀念植根於兒童一種自信的自我認識：在個人的特性方面，作為家庭和社區之一員方面，及作為文化歷史的一個參與者等方面。兒童因此可成為一個自決的、有判斷力的、可以解決難題的，並能

影響他人和改造環境的人，具有創造力、責任感和關注之情。

### ○需要

一個會照顧自己的兒童，懂得查考和分析自己在物質、社會及經濟上的需要。他會探索人力和環境的資源，並且慢慢的變得熟練來滿足這些需要。他認識到人和生物界應如何互相倚靠，才能滿足彼此的需要，才能勝任愉快地通力合作。

### ○交流

為了要有效地處理外在的環境，兒童認識到互相倚靠的必要性和重要性。他體會和尊重他人的價值觀念，感情和權利；他了解他人及環境對自己的影響，也能反過來去影響他人及環境。在這些交往過程中，他反應敏銳、分析力強，又能主動地、理智地應付難題、衝突和轉變。他學習言語和非言語的表達方式，明白事物的因果關係，能參與及重視集體合作和決定。他既是一個個人，也是群體的一員。這些行為和觀念，反映出他的文化背景和歷史。因此，自我、需要和交流這三個概念，是密切地交織著的。

在以上的方針範圍內，本中心的課程將以亞裔美人生活力為重點，反映出多種文化的特色。同時我們特別注重訓練兒童澄清及分析價值觀念，感情和態度底能力。

# INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the curriculum design. Social studies themes and concepts provide the framework within which all the subject areas—mathematics, reading/language arts, fine arts, and science—are organized.

The four social studies themes are: *Child, Family, Community, and Natural Environment*. These themes spiral, that is, reappear and expand, through the curriculum from one level to the next. At each level, one or more aspects of a theme are emphasized more than others as the child moves from simple to complex ideas and from the understanding of self to an understanding of society.

Correlated with the four themes are the concepts: *Identity, Needs, and Interaction*.

## Identity

A strong and positive self-concept is a vital part of every child's life. It is integral to the development of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his/her uniqueness as an individual, as a member of his/her family and community, and as a participant in his/her culture and history. It results in the development of a self-determining child, one who is increasingly able to

make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

## Needs

A self-managing child clearly perceives and analyzes his/her physical, social, and economic wants and needs. S/he explores and becomes skilled in the use of his/her human and environmental resources in order to fulfill those needs. The child is knowledgeable about how people and other living things must work together to fulfill one another's needs and operates competently in that cooperative effort.

## Interaction

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. S/he understands the impact made upon him/her by others and by factors in the environment, and in turn is able to make an impact on them. The child is perceptive and analytical in his/her interactions. S/he deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect, and collective decision making. The child's actions and interactions reflect his/her concept of him/herself as an individual and as a member of the community. They express his/her culture and history. Thus, it can be seen that *Identity, Needs, and Interaction* are closely interwoven. The content of the curriculum within the guidelines established above is multicultural with an Asian American empha-

本中心的課程，每級分做三套教材。整個小學課程，共分做四級，預備班課程是專為幼稚園低班和高班之用，第一級課程適宜作一、二年級的教材，第二級宜作三、四年級的教材，第三級宜作五、六年級的教材。每套教材都以本中心三大概念之一來命名：自我、需要、交流。每套教材都包括有：

1. 教師手冊一本|  
教材資源簿一本
2. 數學教師手冊一本
3. 語文學習作簿一本
4. 數學學習作簿一本
5. 語文習作簿一本
6. 語文閱讀本一本
7. 基礎讀本一套
8. 字卡一套
9. 圖表一套
10. 故事書一套

即說是，本中心的教材，每級有三十件。

sis. In establishing what the student is expected to learn in each unit, particular attention has been given to clarifying and analyzing values, feelings, and attitudes.

The Center's curriculum is packaged into three kits per level. Four levels of curriculum materials have been developed for the elementary grades. The Introductory Level program is designed for prekindergarten and kindergarten children. The Level One program is suitable for students in grades one and two, the Level Two program for grades three and four, and the Level Three program for grades five and six. Each kit carries the name of one of the Center's major concepts; Identity Kit, Needs Kit, and Interaction Kit. In general, each kit contains:

1. a teacher's guide
2. an accompanying resource book
3. a teacher's math handbook
4. a teacher's language arts handbook
5. a student math workbook
6. a student language arts workbook
7. a basic reader
8. a set of flashcards
9. a set of charts
10. a set of storybooks

Each level of the Center's curriculum, therefore, consists of more than thirty products.

# 教師注意事項

美亞雙語中心的綜合課程，由三個部份組成：數學、語文、及社會學科。要供應兒童一個綜合性學科的學習環境，此三部份都應合併採用；因為只有這樣，課程的內容、概念、基本技能，及語言的發展，才能完整連貫、意義清楚地傳授給兒童。同時，本中心處理教材的包裝時務使教師能輕易地選用各項目，以便適用於兒童的個別需要和配合各類教學的技巧。

課程中的社會學科部份，包括社會科、藝術、和環境研究的教材，分為教師指南、教材資源簿、故事叢書、和圖表四大類包裝。每級的課程均有三套：自我、需要、和交流。每套都包括上述的教材。若以平均每天一課三十分鐘計算，全部三套教材需時三十週才能授畢；換句話說，每套授課時間約十星期。

## 教師指南和教材資源簿

教師指南和分別包裝的教材資源簿是按單元編寫的，為社會學科部份的基礎。以第二級的程度來說，教師指南的「自我」部份，包括（一）自重（二）家庭（三）種族團體三個單元。每單元的授課時間，約為三個星期。

每一單元都分為若干「概念要旨」。概念要旨就是課程概念和內容重點的概論。每一概念要旨另有若干「學習目標」，詳細說明主題的範圍和次序。

各項學習目標均藉教室的「活動」而達成。每一活動的「實施目標」指明該活動所著重的技能。一般來說，實施目標的編排，不論在知識的傳授或情緒的培育上，都由淺入深，按部就班。

列在實施目標之後的，是一些實施活動需用的「教材」名單，原件可參詳在教師指南的後半部，即教材資源簿之頁。教師宜先把習作紙、活動手冊、教學圖片及其他教材，沿小孔逐一撕下，準備在上課時應用。

## 故事書和畫冊

除教師指南和教材資源簿外，還有十二冊故事書，以備教師在教室內唸給兒童聽，另有一本可上顏色的畫冊。故事討論的方針和其他活動，在指南內都有詳細解釋。

## 圖表

此套教材包括有四幅五十六公分乘七十一公分不附文字的圖表，用作指定的活動之視覺教具。

# NOTES TO THE TEACHER

The Asian American Bilingual Center's integrated curriculum contains three components: mathematics, language arts, and social studies. If an interdisciplinary learning environment is to be provided for the students, it is essential that the teacher use all three components. Only thus can content, concept, basic skills, and language development be imparted to the children in a cohesive and meaningful way. At the same time, the Center has packaged the materials in such a way that the teacher can easily adapt them to the individual needs of the children and to different instructional techniques.

The social studies component of the curriculum includes social studies, fine arts, and environmental studies materials packaged into a teacher's guide, a resource book, storybooks, and charts. Three kits—Identity, Needs, and Interaction—are provided for each curriculum level. Each kit contains a set of materials listed. At an average of thirty minutes of instruction a day, thirty weeks are needed to cover the materials in all three kits, or about ten weeks for each kit.

## Teacher's Guide and Resource Book

The Teacher's Guide and the accompanying Resource Book form the bases of the social studies component. The units in the Level Two Identity Teacher's Guide and Resource Book are (I) Self-Worth, (II) Family, and (III) Ethnic Group. Each unit is about three weeks long.

The units are divided into *conceptual statements*, generalizations of the concept and content emphasis of the curriculum. Each conceptual statement is accompanied by *learning objectives* which give more specific information about the scope and sequence of the topics covered.

The learning objectives in turn are achieved through classroom activities. For each activity, *performance objectives* indi-

cate the skills emphasized. The performance objectives are generally arranged from low to high cognitive levels and include affective goals as well.

A list of *materials* needed to implement the activities follows the performance objectives. It is cross-referenced to the Resource Book. The worksheets, music sheets, activity books, games, teaching pictures, and other materials should be removed along the perforations and prepared for classroom use.

## Storybooks and Coloring Book

Twelve storybooks and a coloring book accompany the Teacher's Guide and the Resource Book. Discussion strategies and other storybook activities are explained in the guide.

## Charts

Four 56 cm. x 71 cm. charts are also provided as visual aids for specified activities.

# Teacher's Guide

孝子傳指南

# 單元一： 自重

概念要旨一  
人人都有很大的價值。

概念要旨二  
人人都有發展自己能力和探索自己興趣的潛能。

概念要旨三  
人人都有基本的權利。

# **UNIT I: SELF-WORTH**

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## **CONCEPTUAL STATEMENT I**

People are of great value.

## **CONCEPTUAL STATEMENT II**

People have the potential to develop their abilities and to explore their interests to the maximum.

## **CONCEPTUAL STATEMENT III**

All people have basic rights.

概念要旨一  
人人都有很大的價值。

**學習目標一**

兒童應認識，每個人都有體能、智能、和創造的能力。

活動一至二

**學習目標二**

兒童應認識，每個人都有自己的技能和才幹，因此每個人都是獨特的。

活動三至五

**學習目標三**

兒童應認識，人人都藉着自己獨特的才能，為羣體作出重要的貢獻。

活動六

**總結活動**

## **CONCEPTUAL STATEMENT I**

**People are of great value.**

### **LEARNING OBJECTIVE 1**

The child will recognize that every individual has physical, intellectual, and creative abilities.

Activities 1 - 2

### **LEARNING OBJECTIVE 2**

The child will recognize that each individual is unique because of his/her skills and abilities.

Activities 3 - 5

### **LEARNING OBJECTIVE 3**

The child will recognize that people make important contributions through their different capabilities.

Activity 6

### **CULMINATING ACTIVITY**

## 學習目標一

兒童應認識，每個人都有體能、智能、和創造的能力。

### 活動一

#### 實施目標

兒童應學會：

1. 描述自己自出生以來，在體能和智能上的轉變過程。
2. 提出幾件幼年時會做和不會做的事，以說明體能和智能的成長。
3. 得出以下的結論：他在成長的過程中，會學得新的能力，並加強既有的能力。

#### 教材

亞美中心

1. 活動手冊上看！我長大了許多！ 1  
(1-3)

- 其他 1. 每個兒童兩張照片，一張嬰兒時拍的，另一張一年級時拍的。

#### 說明

1. 討論兒童成長的過程，及所經歷過的轉變；例如，他們幼稚園不能玩籃球，因為他們太小了；他們也不會寫他們的名字，因為他們還沒有學會英文字母等。

問題提示：

- a 你小時候做過甚麼事呢？
- b 有甚麼事你現在能做但從前不能做呢？為甚麼那時候不能做呢？

- c 你現在還玩不玩幼稚園時的遊戲？你現在玩些甚麼不同的遊戲？
- d 你小時候在家幫忙做家務嗎？怎樣幫忙？你現在在家幫忙做家務嗎？你做些甚麼事來幫忙呢？
- e 有甚麼事是你現在會做而以前較小時不會做的？
- f 你現在做些甚麼事？有那些是做得到的？有那些還需要下功夫練習？
- g 你怎樣知道，你在很多方面都轉變了？你以後還會轉變嗎？

2. 叫每個兒童帶兩張照片回校，預備在做習作時用：一張嬰兒時拍的，另一張在一年級時拍的。
3. 叫兒童依從以下的指示完成活動手冊的習作。
  - a 叫兒童把自己的照片貼在活動手冊上看！我長大了許多！ 1 第一頁的方格上。做完後便可交換習作紙來看，比較各人的照片。
  - b 叫大家讀出第二頁上的題目「我小時候不會做的事」。叫兒童個別指出各張圖片的內容，並讀出標題。討論為甚麼嬰兒不能做這些事。
  - c 在第三頁上，叫大家讀出題目「我現在會做的事」。叫兒童個別指出每張圖片的內容，並讀出標題。討論為甚麼他們現在能做這些事；指出這些轉變與體能和智能成長的關係。最後，叫兒童說出兩件他們現在能做的事，並繪圖解釋。
  - d 叫兒童交換他們的活動手冊來看，互相比較。

4. 與兒童討論，一個人在其成長過程中，如何會不斷學新的工作、參與新的活動、並學得或發展新的技術和才能。

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## **LEARNING OBJECTIVE 1**

The child will recognize that every individual has physical, intellectual, and creative abilities.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Describe physical and intellectual changes in him/herself.
2. Name things s/he could and could not do when younger and relate them to physical and intellectual growth.
3. Conclude that as s/he grows up, s/he acquires new abilities and improves upon old ones.

#### **Materials**

AABC 1. Activity book, "How I've Grown" (1-3)

Other 1. Two pictures of each child: a baby picture and a picture taken in first grade

#### **Instructions**

1. Discuss the process of growing up and the changes that have happened in the children's lives. Relate changes in abilities to physical and intellectual growth; e.g., they couldn't play basketball in kindergarten because they were too little; they couldn't write their names because they hadn't learned the letters of the alphabet, etc.

Suggested questions:

- a. What are some things you did when you were younger?
- b. What things can you do now that you couldn't do before? Why couldn't you do them then?
- c. Do you play the same games that you did when you were in kindergarten? What different games do you play now?

- d. Did you help at home when you were younger? How? Do you help at home now? What things do you do to help?
  - e. What things can you do in school now that you couldn't do when you were younger?
  - f. What kinds of things do you do now? What things do you do well? What do you need to practice?
  - g. How do you know you've changed? Will you keep changing?
2. Ask the children to bring two pictures of themselves for the worksheet: a baby picture and a picture taken when they were in first grade.
3. Have the children complete the activity book according to the following directions.
  - a. On the title page of the activity book, "How I've Grown," ask the children to paste their pictures in the squares provided. When they finish doing this, they can look at each other's worksheets and compare pictures.
  - b. On the second page, have everybody read the heading, "Things I couldn't do when I was little." Ask individual children to identify each picture and to read the caption underneath. Talk about why these activities were difficult or impossible for a baby.
  - c. On the third page, have the children read the heading, "Things I can do now!" Again, ask individual children to identify the pictures and to read the captions. Discuss why it is possible for them to do these things now. Relate this to their physical and intellectual growth. Then ask the children to name and illustrate two other things they can do now.
  - d. Ask the children to compare and share their activity books with one another.
4. Discuss with the children how, as a person grows up, s/he learns to perform new tasks, engage in new activities, and acquire or develop new skills and abilities.

## 活動二

### 實施目標 兒童應學會：

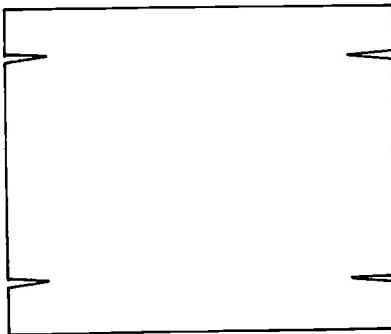
1. 提出幾件自己能夠做得很好的事。
2. 描述專心和練習如何能發展個人的技藝和才能。

### 教材

- 其他 1. 四吋乘五吋的索引卡片或同樣尺寸的紙板。  
2. 剪刀、蠟筆、或酒精筆。

### 說明

1. 依照圖解，把每張索引卡的四角割一約三分的裂口。



)。

讓每個兒童堆砌一個 L 技能塔 7。但只可用寫上他們優良技能的索引卡。造塔的方法就是把每張卡片角上已劃過的裂口相互卡在一起。

討論為何有些事他們比別人做得好，有些却比別人差呢？讓兒童彼此交換 L 技能塔 7 來看，看每張卡上所寫的是甚麼。

叫兒童交換寫上需要練習的技能的卡片，強調他們現在也許還不能做好某些事情，但若他們有興趣而又肯苦練的話，一定會有進步。向兒童解釋，他們既能藉練習改善技能，更可造起他們的技能塔。在他們一面工作一面改善技能時，他們的體能、智能及創造力也會逐漸成長，一如卡片塔加高一樣。

叫兒童建議勤練和改善自己弱點的辦法。  
7. 結論時他們討論一個人如何會有智能、體能、及創造力。

2. 把索引卡分發給兒童，每人數張。叫每一兒童在每張卡片上寫出一件自己能做得很好的事（游泳、拼音、跳舞等）。兒童也可繪圖說明自己每項技能。鼓勵兒童考慮自己才能的廣闊範圍，而不僅局限於那些與學校有關的。
3. 再將更多的卡片發給兒童。叫他們在每張卡片上寫下一些需要再練習的事（數學、拼音、演奏一種樂器等）。

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

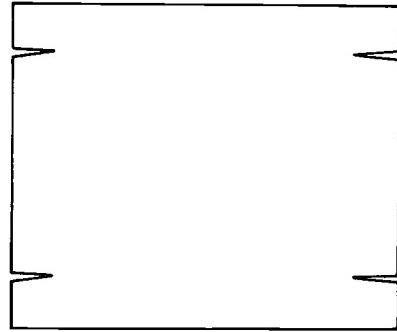
1. Name things that s/he can do well.
2. Describe how dedication and practice can help develop his/her skills and abilities.

#### Materials

- Other 1. 4" x 5" index cards or tagboard cut into similar dimensions  
2. Scissors, crayons or marking pens

#### Instructions

1. Cut 3 cm slits in all four corners of each index card as shown.



4. Let each child construct a "Skills Tower." Use only the index cards that show the skills they do well. Make the tower by fitting the cards together where the slits are cut in the corners.
5. Discuss how there will always be some things that they will be able to do better than others and some things that others will be able to do better than they. Let each child share his/her tower with the others by showing what they have written on each card.

6. Have the children share the cards showing skills in which they need practice. Emphasize that, although they may not do certain things well at this point in their lives, if they are interested in something and practice it, they will be able to improve. Explain to the children that, as they improve certain skills by practice, they will be able to build up their tower of skills. Just as the card tower increases in height, their own physical, intellectual and creative abilities will grow as they work toward improving their skills.
7. Ask the children to suggest ways to practice and improve areas in which they are deficient.
8. Conclude by discussing how each person has his/her own physical, intellectual, and creative abilities.

2. Pass out several index cards to each child. Ask each child to write one thing that s/he can do well (swim, spell, dance, etc.) on each index card. The child can illustrate each skill. Encourage the children to consider a broad range of their abilities, not just those related to school.
3. Pass out more cards to each child. Ask each child to write something s/he needs to practice (math, spelling, playing a musical instrument, etc.) on each card.

## 學習目標二

兒童應認識，每個人都有自己的技能和才幹，因此每個人都是獨特的。

### 活動三

#### 實施目標 兒童應學會：

1. 指出一些有特殊技能和才幹的亞裔美國人。
2. 指出演說來賓成長的經驗與兒童自己成長經驗之關係。

#### 教材

亞美中心

#### 1. 亞美照片教材：

- a 園丁 Annie Takata
- b 消防員 Charlie Arnado
- c 牙醫 Soo Nam Oh
- d 記者 Nancy Yoshihara
- e 美術家 David Cho

#### 2. 亞美照片教材教師手冊

#### 說明

1. 把照片教材每套的第一張陳列在壁報板上，讓兒童仔細看。告訴他們這些都是亞裔美國人，各有其所長；並且對社會都貢獻自己的技能和才幹。
2. 討論到每位亞裔美國人的職業時，同時提供他的背景資料（請參閱照片教材教師手冊）。然後把每套中其他照片拿給兒童看，並讀出每張照片背面的說明。按照教師手冊裏面的問題提示，和兒童一一討論這幾位

有專長的亞裔美國人。

3. 可能的話，在做完這個活動後，把全部照片教材貼在壁報板上，讓兒童不時觀看和參考。
4. 邀請一位有經驗的人士到教室來，講述他成長的經歷；校長、護士、家長等都可以邀請。來賓演說時應指出他／她一生中才能的轉變，童年時有過些甚麼困難，以及解決這些困難的方法。演講完畢，該讓兒童有發問的時間。
5. 演講者離去後，叫兒童總結演講的內容。輔導兒童將演講者的經驗與自己成長過程的關係指出。

## **LEARNING OBJECTIVE 2**

The child will recognize that each individual is unique because of his/her skills and abilities.

### **ACTIVITY 3**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify Asian Americans who have unique skills and abilities.
2. Relate the growing experiences of a guest speaker to his/her own growing experiences.

#### **Materials**

##### **AABC 1. Asian American Study Prints:**

- a. "Annie Takata, Gardener"
- b. "Charlie Arnado, Firefighter"
- c. "Soo Nam Oh, Dentist"
- d. "Nancy Yoshihara, Journalist"
- e. "David Cho, Artist"

##### **2. Asian American Study Prints Teacher's Manual**

#### **Instructions**

1. Display the first picture of each set of study prints on the bulletin board. Have the children examine the pictures. Inform them that these are Asian American men and women who have unique skills and abilities that they share with others.
2. As you take up each Asian American's occupation, give the children background information on the person. (Such information is provided in the Teacher's Manual.) Then show the rest of the pictures in the set, reading the caption on the back of each picture. Discuss each person based on the discussion questions given in the Teacher's Manual.

3. If feasible, display all the study prints on the bulletin board after this activity so the children can examine and refer to them from time to time.
4. Invite a resource person to come to the classroom to talk about his/her experiences as s/he was growing up. The principal, school nurse, or parent could be the guest. The resource person should discuss changes in his/her abilities, problems s/he may have had as a child, and ways s/he solved these problems. Plan for a question-and-answer period at the end.
5. After the speaker has left, ask the children to summarize what they heard from the speaker. Help them relate the speaker's experiences to their own growing process.

## 活動四

### 實施目標

兒童應學會：

1. 完成一些有關他們長處或弱點的填充句。
2. 描述在見到同學做些自己不會做的事時，有甚麼反應。
3. 描述在自己做事比別人做得好時，有甚麼反應。
4. 認識在這些情況下，應採取甚麼積極的態度。

### 說明

1. 在黑板或圖表紙上寫出以下的句子，供兒童填充，自由發揮：  
我需要多多練習.....  
那件事我仍不能做得很好。  
我會盡量這樣地把事情做好：  
下面的事，我能做到：

2. 在兒童填充前，先和他們討論要如何填充。讓他們討論還需要多練習甚麼技能或活動；如何改善這些技能與活動；以及甚麼是他們所能做得很好的技藝和活動。
3. 叫兒童抄下並完成黑板上的填充題；教師最好也一同做，以表示大人也需要藉練習來改善自己的技能。填充題做好以後，叫幾位兒童把自己作好的句子高聲唸出。

4. 與兒童討論以下數點：

- a. 如果見到一個朋友具有某樣本領，是你還未學會的，你會覺得怎樣？

- b. 你有沒有妒忌過別人的本領？
- c. 你有沒有希望過你就是某人？你想做誰呢？爲甚麼？
- d. 看見別人本領比自己高強，應該有甚麼感受？是不是人人都能把同一樣事做得好？是不是人人都具有某樣本領？
- e. 如果你有某樣本領比朋友高強，你會覺得怎樣？你會自豪嗎？有好本領，是不是等於說你比別人強？
- f. 自己本領比別人高強，應該有甚麼感覺才對？

5. 在兒童討論過他們的長處和缺點，對上述情境的反應、以及該採取的積極態度以後，可提出以下問題：如果人人都的本領都是一樣，會有甚麼後果？討論結束時，指出正因人人技能不同，生命才更多彩多姿。

## ACTIVITY 4

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Complete open-ended statements about his/her strong and weak points.
  2. Describe his/her reactions when a classmate does something that s/he cannot do.
  3. Describe his/her reactions when s/he does something better than other children.
  4. Decide on a constructive attitude to take in such situations.
5. After the children discuss their strong and weak points, reactions to situations given above, and constructive attitudes to take, ask them what it would be like if all of us did the same things well. Conclude the discussion by pointing out that life is made more interesting and varied by the differences in people's skills and abilities.

### Instructions

1. Write the following open-ended story on the board or on chart paper:  
I need more practice in \_\_\_\_\_.  
I still don't do it very well.  
I will try to do my best by \_\_\_\_\_.  
I can do these things well: \_\_\_\_\_.

2. Before the children write their compositions, have a discussion on how they will fill in the blanks. Let them discuss what skills or activities they need to practice, what they might do to improve their performance, and the skills and activities that they can do well.
3. Have the children copy the sentences and complete the open-ended ones. To show that even adults need to practice and improve their skills and abilities, you may take part in this activity also. When they finish, call on several children to read their compositions aloud.
4. Discuss the following points with the children:
  - a. How do you feel when you see one of your friends doing something well that you haven't learned to do well?

## 活動五

### 實施目標

兒童應學會：

1. 繪圖介紹自己的幾種本領。
2. 以簡短的兩三句話寫出關於自己的故事。

### 教材

其他 1. 圖畫紙

2. 水彩、用於壁畫之顏料。

### 說明

1. 分發圖畫紙給兒童，叫他們用水彩或用蛋白調和的顏料畫一幅畫，描述自己一種本領（在學校、在家中，與家人或朋友同做的均可）。
2. 畫好後，叫他們作兩三句話的短文，描述自己在圖中的活動。這些習作可貼在壁報板上展覽，或者集合釘成一本小冊。

## 學習目標三

兒童應認識，人人都藉着不同的才能，為羣體作出重要的貢獻。

### 活動六

### 實施目標

兒童應學會：

1. 指出一個藉不同技能和才幹作出貢獻的人。
2. 指出此人的貢獻。
3. 說出此人怎樣運用自己的才能。

### 教材

- 兒童應學會：
1. 故事叢書 L Ichiro 的報告 1。
  2. 大型世界地圖。

### 教師參考資料

1. Bulosan, Carlos. *America Is in the Heart*. Seattle: University of Washington Press, 1973.
2. Chin, Frank, et al., eds. *Aiiieeee! An Anthology of Asian American Writers*. Washington, DC: Howard University Press, 1974.
3. Hsu, Kai-Yu and Helen Palubinskas, eds. *Asian American Authors*. Boston: Houghton Mifflin, 1972.
4. Mori, Toshio. *Yokohama, California*. Caldwell, Idaho: Caxton Printers, 1949.
5. \_\_\_\_\_, *The Chauvinist*. Los Angeles: UCLA Asian American Studies, 1979.
6. Murray, Marian. *Plant Wizard: The Life of Lue Gim Gong*. London: Crowell-Collier Press, 1970.

## ACTIVITY 5

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Paint a picture showing him/herself doing something s/he can do well.
2. Write a two or three-sentence story about him/herself.

#### Materials

- Other 1. Drawing paper  
2. Watercolors, tempura

#### Instructions

1. Distribute drawing paper to the children. Ask them to paint a watercolor or tempura picture of themselves doing something they do well (in school, at home, with family, with friends, etc.).
2. When the pictures are finished, ask the children to write a short composition of two or three sentences describing themselves in the picture. These may be displayed on the bulletin board or put together in book form.

## LEARNING OBJECTIVE 3

The child will recognize that people make important contributions through their different capabilities.

### ACTIVITY 6

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify a person who has made contributions using different skills and abilities.
2. Name this individual's contributions.
3. Tell how this individual used his/her capabilities.

#### Materials

- AABC 1. Storybook, "Ichiro's Report"  
Other 1. Large world map

#### For teacher reference

1. Bulosan, Carlos. *America Is in the Heart*. Seattle: University of Washington Press, 1973.
2. Chin, Frank, et al., eds. *Aiiieee! An Anthology of Asian American Writers*. Washington, DC: Howard University Press, 1974.
3. Hsu, Kai-Yu and Helen Palubinskas, eds. *Asian American Authors*. Boston: Houghton Mifflin, 1972.
4. Mori, Toshio. *Yokohama, California*. Caldwell, Idaho: Caxton Printers, 1949.
5. \_\_\_\_\_\_. *The Chauvinist*. Los Angeles: UCLA Asian American Studies, 1979.
6. Murray, Marian. *Plant Wizard: The Life of Lue Gim Gong*. London: Growell-Collier Press, 1970.

何利用自己的才能幫助別人，為別人服務，使自己的生活更為多姿多采。

## 說明

1. 將故事書上 Ichiro 的報告 1 分發給兒童。叫兒童默唸第一和第二頁（教師也許該預備一份錄音帶，幫助閱讀上有困難的兒童）。

問題提示：

- a Ichiro 有幾歲？他妹妹叫甚麼名字？
  - b Sato 一家住在哪裏？將說明答案的那句讀出。
  - c 關於 Ichiro 一家，在這兩頁的故事書上告訴了我們甚麼？將幾件 Sato 全家一起做的事說出來。
  - d Sato 一家和你家有甚麼相同或相異的地方？
2. 叫兒童讀第三頁：
    - a Ichiro 在校喜歡做些甚麼呢？你也喜歡這些事嗎？
    - b 報告 1 是甚麼呢？你有沒有寫過報告？你以為 Ichiro 要寫一篇有關誰的報告呢？
  3. 叫兒童默讀第四至十頁：
    - a Ichiro 的報告寫的是誰？
    - b Toshio Mori 未從事寫作前是做甚麼的？你也喜歡玩棒球嗎？
    - c Toshio Mori 寫了甚麼？他寫過甚麼人物？
    - d Ichiro 喜歡甚麼故事？為甚麼呢？
    - e 人們對 Toshio Mori 所寫的故事有何意見？為甚麼他們要讀他寫的故事？你也喜歡聽他寫的故事嗎？
  4. 為補充這一課，可加插以下有關其他亞裔美國人的小傳。教師可將這些簡介讀給兒童聽，並討論這些人如何用自己的才能幫助別人，為別人服務，使自己的生活更為多姿多采。

## CARLOS BULOSAN

Carlos Bulosan 是一位聞名的菲裔美國作家。他於一九一三年生於菲律賓，來美國的時候只有十七歲。當時菲律賓移民在美國的生活十分艱苦。Carlos Bulosan 曾在三文魚罐頭廠、餐館、農場和許多其他地方做過工。他時常到處漂泊，在加州時，他參加過農民組織的工作，以抗議工作缺乏、工資低微、以及工作環境的惡劣。他患過肺病，在醫院休養時，自學寫作。一九四六年，他以二十六天的時間寫了有名的 *America Is in the Heart*。此外他還寫了不少詩歌及短篇小說，在好幾本美國雜誌上發表。他在一九五六年死於西雅圖市。時至今日，許多菲裔美國青年仍然愛讀他的傑作 *America Is in the Heart*。他為後來的移民樹立了一個楷模。

## 劉錦農

劉錦農於一八六〇年生於中國，幼年時會種過果樹，知道如何把不同種類的樹枝嫁接，以產生新的品種，這就是所謂的 L 接枝法 1。他在十二歲時隻身移民來美，在一八八〇年代，會着手實驗改良佛羅烈達州的柑橘，把柑橘的生長季節延長，因此現在我們全年都可以吃到這種水果。他培植的一種柑橘品種會獲國際大獎。劉錦農先生克服了言語、經濟、及種族上種種障礙，為美國園藝提供了重要的貢獻。

## Instructions

1. Distribute the storybook, "Ichiro's Report." Have the children read pages 1 and 2 silently (prepare a storybook cassette for those who may need it):
  - a. How old is Ichiro? What is his sister's name?
  - b. Where do the Satos live? Read the sentence that gives us this information.
  - c. What do these two pages tell us about Ichiro's family? Name some of the things that the Sato family does together.
  - d. How is the Sato family the same as or different from your family?
2. Have the children read page 3:
  - a. What does Ichiro like to do in school? Do you like to do the same things?
  - b. What is a report? Have you ever written a report? On whom do you think Ichiro will write a report?
3. Have the children read pages 4 to 10 silently:
  - a. Whom did Ichiro write his report about?
  - b. What did Toshio Mori do before he started writing? Do you like to play baseball, too?
  - c. What did Toshio Mori write? Whom did he write about?
  - d. What story did Ichiro like? Why?
  - e. What do people think about Toshio Mori's stories? Why do they read them? Would you like to hear one of his stories, too?
4. Augment this lesson with biographical sketches of other Asian Americans provided below. Read these sketches to the children and discuss how the individuals used their skills to help others and enrich their lives.

## CARLOS BULOSAN

Carlos Bulosan is a famous Filipino American writer. He was born in the Philippines in 1913. When he was 17 years old, he came to the United States. At that time, Filipino immigrants in the United States were having a hard time. Carlos Bulosan worked in salmon canneries, in restaurants, on farms, and in many other places. He often travelled from one place to another. In California, he helped organize a group of farmers to protest the lack of work, the low pay, and bad working conditions. While he was in a hospital recovering from tuberculosis, Carlos Bulosan taught himself to write. In 1946, he wrote his famous *America Is in the Heart* in 26 days. He had also written poems and stories which were published in several American magazines. He died in Seattle in 1956. Many young Filipino Americans today enjoy reading his book, *America Is in the Heart*. He set an example for later immigrants to follow.

## LUE GIM GONG

Lue Gim Gong was born around 1860 in China. When he was young, he worked with fruit trees. He learned how to bind together cuttings from different trees so that they could bear a different fruit. This cutting and joining together is called *grafting*. When Lue was only twelve, he immigrated to the United States alone. In the 1880s, Lue began experimenting with Florida citrus fruits. He made it possible for us to enjoy citrus fruits year-round by extending their growing season. One of the kinds of citrus fruits developed by Lue won an international prize. By overcoming language, economic, and racial barriers, Lue made important contributions to the study of plants in America.

5 將這些人物的技能和貢獻，與你社區中有貢獻的人作比較。指出很多人（包括兒童的家長）都有貢獻，只是不為人們所知而已。

6. 叫兒童仿照 Ichiro 在故事書上所寫的報導做報告。鼓勵兒童選家長或朋友來做這次報告的對象，描述他們如何利用技能幫助別人。

## 總結活動

### 實施目標

#### 兒童應學會：

1. 在一齣有關亞裔美國人的短劇中，擔任某項工作（譬如寫劇本、佈置舞臺、或扮演一個角色等）。
2. 評量自己在全部作業中的貢獻。

#### 說明

1. 幫助兒童計畫，把前項活動中的任何一篇傳記，或那些人物某項生平事蹟改編成話劇。不必太講究劇情，但着重在每個兒童都在作業過程中出過力。
2. 邀請家長或另一班級的兒童來看戲。然後，大家來開會，評量演出的優劣及各人所作的貢獻。

5. Parallel the skills and contributions of these individuals with those of people who make contributions in your community. Point out that most people, including the children's parents, make contributions which are unrecognized by others.
6. Have the children give reports similar to the one made by Ichiro in the storybook. Encourage the children to choose for this report a parent or friend and to show how s/he uses his/her skills to help others.

## CULMINATING ACTIVITY

### PERFORMANCE OBJECTIVES

- The child will be able to:
1. Perform one specific task in a dramatization about an Asian American (e.g., write a script, set up the stage, or play a role).
  2. Evaluate the contribution s/he has made to the total production.

### Instructions

1. Help the children plan a dramatization of one of the biographies presented in the previous activity or of an incident from one of those lives. While the dramatization need not be elaborate, each child should make a contribution.
2. Invite parents or another class to view the drama. Afterwards, gather the children together to evaluate the production and their own contributions to it.

## 概念要旨二

人人都有發展自己能力和探索自己興趣的潛能。

### 學習目標一

兒童應認識，人人都有抱負和理想。

#### 活動一

### 學習目標二

兒童應認識，抱負是可以實現的。

#### 活動二至三

### 學習目標三

兒童應認識，人的一生中，志願和抱負是會改變的。

#### 活動四至六

### 總結活動

## **CONCEPTUAL STATEMENT II**

People have the potential to develop their abilities and to explore their interests to the maximum.

### **LEARNING OBJECTIVE 1**

The child will recognize that people have aspirations and goals.

Activity 1

### **LEARNING OBJECTIVE 2**

The child will recognize that ambitions can be fulfilled.

Activities 2 - 3

### **LEARNING OBJECTIVE 3**

The child will recognize that ambitions and aspirations can change during one's life.

Activity 4

### **CULMINATING ACTIVITY**

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## 學習目標一

兒童應認識，人人都有抱負和理想。

d 你喜歡去甚麼地方遊覽？

e 你想做甚麼事？

f 你想認識甚麼人？想跟甚麼人在一起？

### 活動一

#### 實施目標

##### 兒童應學會：

1. 說出自己長大了想做甚麼。
2. 說出自己所想去遊覽的地方。
3. 說出一個人前途不應受性別的限制。

##### 教材

亞美中心 1. 活動手冊「當我長大時」（第 4-14 頁）。

其他

1. 旅行雜誌或小冊。
2. 圖畫書。
3. 圖畫紙、三吋乘五吋大的目錄卡片。
4. 蠟筆、酒精筆和水彩。

##### 說明：

1. 分發給兒童每人一本活動手冊「當我長大時」。叫他們看第一頁，並讀出標題。討論這項活動是關於他們長大了想做甚麼的：

- a 你有沒有想過長大後要做甚麼？
- b 你有沒有希望過現在就長大，做些目前不能做的事？
- c 有甚麼事你現在很喜歡做，但長大後不會再做的？

2. 叫兒童照下列的指示做活動：

- a 在活動手冊第二頁上，叫他們畫出長大時想做的職業。如心目中有好幾個職業，可全部畫起來。畫完後，在圖畫旁邊寫幾句話，解釋他們選擇的原因。

- b 讀第三頁和第四頁，列出他們將來工作所需的工具和服裝。叫他們從以後的五頁紙上，把將來工作所需的服裝和工具剪下，貼在適當的人形上。
- c 分發一些旅行雜誌或廣告小冊、或印有各地名勝圖片的舊書。叫兒童將他們喜歡遊覽的地方的圖片剪出，貼在活動手冊的下一页。然後，發給他們空白的日錄卡片，叫他們設計自己所喜歡遊覽的地方的風景明信片。他們應在明信片上以蠟筆、酒精筆、或水彩塗上顏色，也可在卡片的背面寫幾句話、填上地址、然後貼郵票寄出。
- d 在活動手冊最末一頁上，叫兒童畫出他們長大時想做的職業。

- e 最後，叫兒童口頭描述自己的活動手冊，並與同學交換欣賞。

3. 藉有關下列虛構情況的討論，介紹職業上性別定型的觀念：

- a Kathy 長大了想做修車技工。她對各種發動機和引擎很感興趣，家裏有甚麼小零件壞了，她都會修理。她喜歡閱讀有關汽車、飛機、和汽船的書籍，希望將來開一家修車行。

## **LEARNING OBJECTIVE 1**

The child will recognize that people have aspirations and goals.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name things s/he wants to do when s/he grows up.
2. Name places s/he wants to visit.
3. State that plans about one's future should not be affected by one's sex.

#### **Materials**

AABC 1. Activity book, "When I Grow Up" (4-14)

Other 1. Travel magazines or brochures

2. Picture books

3. Drawing paper, 3" x 5" index cards

4. Crayons, markers, watercolors

#### **Instructions**

1. Prepare a copy of the activity book, "When I Grow Up," for each child. Ask the children to look at the pictures on the first page and read the title. Discuss that this activity will be about what they want to do when they grow up:

- a. Have you ever wondered what you would like to be when you grow up?
- b. Have you ever wished you could be older right now so you could do the things you'd like to do?
- c. What things do you enjoy now that you may not do when you grow up?
- d. What places would you like to see?
- e. What kinds of things would you do?

- f. What kinds of people would you like to meet or be with?

2. Have the children perform the activity according to the following directions:
  - a. On the second page of the activity book, ask them to draw a picture of what they'd like to be when they grow up. If they have several things in mind, they may draw more than one picture. Ask them to write several sentences next to the picture describing their choice.
  - b. Read the third and fourth pages. Let the children list the tools and clothes they would need in their future work. Ask the children to cut out the clothes and tools they would need in their future careers from the next five pages. They should glue these on the appropriate figures.
  - c. Distribute travel magazines or brochures or old books that have travel pictures. Ask the children to cut out pictures of places they'd like to visit. These pictures are to be pasted on the next page of the activity book. Pass out the blank index cards. Ask the children to design postcards of the places they would like to visit. Have them color the postcards using crayons, markers or watercolors. They may write a paragraph on the back of the card, address it and mail it.
  - d. On the last sheet, have the children draw pictures of things they might want to do when they grow up.

- e. When finished, have each child talk about his/her book, and let him/her share it with his/her classmates.
3. Introduce the idea of occupationally sexist stereotypes by discussing the following hypothetical situations:
  - a. Kathy wants to be an auto mechanic when she grows up. She is interested in motors and engines. She can fix simple gadgets around the house when they break. She reads books about automobiles, airplanes, and boats, and wants to become the owner of an auto repair shop.

## 學習目標二

兒童應認識，抱負是可以實現的。

- b Joe 愛幫助受傷或有病的人，他喜歡閱讀有關醫生和護士照料病人的書籍。有一次他的小狗受傷了，Joe 便小心把他的腿包紮好，讓他復元。

Joe 想將來長大了在家醫院當護士。

與兒童談論有關職業之性別定型：

- a 你對 Kathy 想做修車技工有甚麼感想？  
    你想做護士，你又有甚麼感想？  
b 你會學 Kathy 和 Joe 嗎？  
c 如果你很想做一件事，而別人却對你說：你不能做，因為你是男孩子／女孩子，你會不會就此放棄呢？  
d 你想 Kathy 能否成爲好的修車技工？又 Joe 能否成爲好護士？

引導兒童下此結論：一個人要選工作或職業時，不應根據自己的性別，而應按興趣和潛能做決定。

### 活動二

#### 實施目標

兒童應學會：

1. 覆述某位著名的亞裔美國人的生平。  
2. 說出此人爲實現理想所做的事。  
3. 說明他／她怎樣克服了障礙。

#### 教師參考資料

1. Wong, Shawn and Chin, Frank; eds. *Yardbird Reader*. Vol. 3. Berkeley: Yardbird Publishing, 1974.  
2. Asian American Image Poster Project, Washington Superintendent of Instruction, Olympia, WA.

#### 說明

1. 把下面的故事講給兒童聽。叫他們留心地聽，因爲你會叫他們在事後用自己的話覆述的。講述的時候，教師有時應停下來，說明或解釋兒童不太熟識的名詞，例如：*Brownie*、電影攝影師、攝影主任、護照相等。

## **LEARNING OBJECTIVE 2**

The child will recognize that ambitions can be fulfilled.

- b. Joe is interested in helping people when they are hurt.  
He likes to read about what doctors and nurses do in hospitals to help sick people. When his dog got hurt, he tied a bandage around the dog's leg and took care of it until the wound healed. Joe wants to be a nurse and work in a hospital when he grows up.

Discuss with the children sex stereotypes related to jobs:

- a. How do you feel about Kathy becoming a mechanic?  
How do you feel about Joe becoming a nurse?
- b. Would you want to be Kathy or Joe?
- c. If you wanted to do something very much, would you give it up if other people said you couldn't do it because you were a boy/girl?
- d. Do you think Kathy could be a good mechanic? Do you think Joe could be a good nurse?

Lead the children to conclude that, in choosing a job or a profession, a person should decide according to his/her interests and qualifications and not according to his/her sex.

## **ACTIVITY 2**

### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Retell the story of a well-known Asian American.
2. Name the things that this person did to fulfill his/her goals.
3. Explain how s/he overcame obstacles.

### **For teacher reference**

1. Wong, Shawn and Chin, Frank, eds. *Yardbird Reader*. Vol. 3. Berkeley: Yardbird Publishing, 1974.
2. Asian American Image Poster Project, Washington Superintendent of Instruction, Olympia, WA.

### **Instructions**

1. Tell the following story to the children. Ask them to listen carefully, because they will have to retell the story in their own words. As you tell the story, pause briefly at certain points to clarify or explain the meaning of words with which the children may not be familiar: *Brownie, cinematographer, director of photography, passport pictures*.

黃宗霑 (James Wong Howe) 曾擔任一百多部影片的攝影主任；他在一九五六年和一九六三年兩次獲得電影攝影金像獎。

黃宗霑於一八九九年在中國出生，五歲時，全家移民來美。他一向喜歡攝影，十歲時，他買了一個 Brownie ( 盒型小照相機 )，替全家拍照，從此便對相機愛不釋手。最令他神往的還是影片的沖曬術。

十七歲時，他在一位攝影師處找到送貨的工作。他學會了沖曬護照，以後便到好萊塢製片廠做清潔工人。所以黃宗霑是從製片的最基層學起的！那時候還沒有攝影師學校。

黃宗霑很快便成爲一位出色的攝影師，很多製片家都要求他來拍攝，他運用特殊而新奇的燈光處理法，拍出優美的電影。

作爲首席攝影師，他必須監督不少技術人員，如木匠、油漆匠、和道具管理員等。開始時，有些人因爲他是中國人而心有不甘，但後來他的藝術才華常常贏得了這些人的敬重。

直到一九七七年七十八高齡逝世爲止，他還不斷地學習攝影新知。儘管他已成名，仍覺得學習新知有助於自己的成長和修養。

3. 問兒童 James Wong Howe 是怎樣替自己一生事業做準備：幼年時熱愛攝影，爲全家照相、到片廠工作、沖曬護照相，最後成爲攝影主任。給兒童指出，幼年時對某方面的興趣，往往能影響個人的理想，而追求這興趣，則能幫助個人達成這個抱負。

4. 問兒童 James Wong Howe 克服了些甚麼困難？  
5. 為使兒童智識更爲充實，教師可授一節攝影課。教兒童怎樣使用一個廉價的相機拍照。若可能，讓每個兒童到校園去拍幾張相片回來。若校內沒有學習沖印設備，可把底片送到實驗室去沖曬。向兒童解釋沖印的原理及相機的運用。

## JAMES WONG HOWE

James Wong Howe was the director of photography of more than a hundred films. Twice, in 1956 and 1963, he won an Academy Award for cinematography.

Howe was born in China in 1899. At the age of five, he immigrated to America with his family. Howe was always interested in photography. When he was ten, he bought a little dollar-box Brownie. He took pictures of his family and was never without a camera in his hand. What fascinated him most was how the film was developed. When Howe was seventeen, he got a job as a delivery boy for a photographer. He learned how to develop passport pictures and then went to work as a janitor for a Hollywood movie studio. Howe learned movie making from the bottom up! There was no school for cinematographers at that time.

James Wong Howe quickly became known as an excellent cinematographer. Many people wanted him to shoot their movies. Howe used lighting in new and special ways to make fine films.

As director of photography, Howe supervised many people—carpenters, painters, and property men. Some resented him at first because he was Chinese, but often Howe's skills as an artist caused these people to respect him.

Until Howe died in 1977, at the age of 78, he was always learning new things about cameras and filmmaking. Howe felt that learning new things helped him grow as a person.

## 2. Have the children retell the story.

3. Ask the children what things James Wong Howe did to prepare himself for his profession: taking an early interest in photography, taking pictures of his family, working in a studio, developing passport pictures, and finally becoming director of photography. Point out to the children how an interest in something early in life can influence one's goals and how pursuing that interest can help one fulfill these ambitions.
4. Ask what difficulties James Wong Howe had to overcome.
5. As an enrichment activity, conduct a picture-taking session. Teach the children how to take photographs using an inexpensive camera. If possible, let each student take the camera out into the schoolyard and take several pictures. If there are no facilities for learning how to develop and print pictures, send the film to a lab for processing. Explain how a photographic print is made and how a camera works.

**實施目標**

**兒童應學會：**

1. 用啞劇的方式表達自己日後希望擔任的職業。

**說明**

1. 叫兒童扮演一些自己將來想擔任的職業的動作。例如：想做護士的可表演照顧病人。
2. 叫全班同學從動作中猜出，所扮演的是那些職業。

**實施目標**

**兒童應學會：**

1. 解釋新知識和新發現如何助人選擇職業。
2. 解釋幼年培養的興趣，如何影響日後職業的選擇。
3. 解釋探討、發展、和增進自己的才能，如何有助於日後職業的選擇。
4. 提出幾個可使志願改變的因素。
5. 領略到轉變是人生中常有的事。

**教材**

亞美中心 1. 故事書「Bayani 的畫」。

**說明**

1. 分發故事書「Bayani 的畫」。叫兒童默讀第一至三頁（教師可預備一份錄音帶，幫助閱讀上有困難的學生）：
  - a Bayani 和 Ligaya 是從哪裏來的？
  - b 誰在家等他們呢？
  - c Bayani 要給他媽媽看甚麼呢？
  - d 關於 Bayani，這幾頁書告訴了我們什麼？

### **ACTIVITY 3**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Pantomime what s/he wants to be in the future.

#### **Instructions**

1. Ask each child to pantomime what s/he wants to be doing in the future. For example, a child who wants to be a nurse might pantomime taking care of a sick person.
2. Have the group guess what profession or vocation the child is trying to depict.

### **LEARNING OBJECTIVE 3**

The child will recognize that ambitions and aspirations can change during one's life.

#### **ACTIVITY 4**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Explain how new knowledge and discoveries can help him/her make a choice about what s/he wants to become.
2. Explain how the interests that s/he develops early in life can affect his/her career choice.
3. Explain how exploring, developing and improving his/her abilities can help him/her make a choice about his/her future career.
4. Name factors which may bring about changes in ambitions.
5. Appreciate that change is a common occurrence in life.

#### **Materials**

AABC 1. Storybook, ‘Bayani’s Art’

#### **Instructions**

1. Distribute the storybook, “Bayani’s Art.” Have the children read pages 1 to 3 silently (prepare a story cassette for children who may need it):
  - a. Where were Bayani and Ligaya coming from?
  - b. Who was home waiting for them?
  - c. What did Bayani have for his mother?
  - d. What do these pages tell us about Bayani?

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- 2 叫兒童自己默讀下三頁。閱畢，問他們是甚麼導致 Mr. Galang 日後成為畫家的。把兒童的答案列在黑板上。例如：
- a 用蠟筆畫圖。
  - b 在核時畫很多圖畫。
  - c 中學時開始學習油畫。
  - d 在美術比賽中獲獎。
  - e 一直作畫不輟。
  - f 在一間馬尼拉的公司做美術工作。

- 己的才能。
- d 經過不斷的努力，加上做職業性美術家的經驗，他終於實現了自己的抱負。
- 把上述要點與兒童自己的抱負之關係指出，並討論甚麼事情會影響他們的職業選擇。
6. 問兒童，若 Galang 先生改變了當畫家的主意，情形會怎樣？提出有激勵性的問話，例如：如果 Galang 先生.....，事情會怎樣？
- a 對飛機甚感興趣？
  - b 發覺自己沒有繪畫天才？
  - c 在那次美術比賽中沒有獲獎？
  - d 沒錢到美術學院去學畫？
  - e 對經商甚感興趣？
7. 向兒童解釋，在人的一生中，轉變是常有的。等他們長大幾歲後，也許不再想做現在所要做的事了。新知識、新經驗、和新技能都能改變他們將來的計劃。
4. 現在再看黑板上所列出的事項。逐件注意，並問兒童哪些事是在 Galang 先生一生中某個階段發生的。把答案寫在句子的左旁（例如：幼年、少年、青年、壯年）。
5. 在兒童討論 Galang 先生一生的幾個階段時，提出以下各點：
- a Galang 先生自幼培養了對美術的興趣，這興趣影響了他日後的職業選擇。
  - b 他少年時學畫油畫，更增長了對美術的興趣。
  - c 他不斷繪圖和畫油畫，以探索、發展、和增進自

2. Have the children read the next three pages silently, then ask questions about the events in Mr. Galang's life relating to his becoming an artist. List the children's responses on the board. For example:
- a. used his crayons for drawing
  - b. drew a lot of pictures in class
  - c. started painting in high school
  - d. won an art contest
  - e. continued drawing and painting
  - f. worked for a company in Manila doing art work
3. Have the children read the last two pages silently:
- a. What is Mr. Galang's job now?
  - b. Is he still an artist?
  - c. Why do you suppose he's not working for a company where he can do art work?
  - d. Does he still paint? Why do you think he wants to continue his art work?
  - e. What will Bayani get for his birthday? What will he do with it?
  - f. Do you think Bayani will be an artist like his father?
4. Go back to the list on the board. Go through each item and ask the children at what point it happened in Mr. Galang's life. Write this information to the left of each item (for example, "little boy," "teenager," "young man," "older man").
5. Take up the following points as the children discuss these different points in Mr. Galang's life:
- a. Mr. Galang developed an interest in art when he was young; this affected his career choice.
  - b. He discovered painting when he was a teenager; this enhanced his interest.
  - c. He tried to explore, develop, and improve his abilities by continuing to paint and draw.
  - d. He achieved his ambition by pursuing it and eventually working as a professional artist.

Relate these points to the children's ambitions. Discuss what things may affect their career choices.

6. Ask the children what might have happened if Mr. Galang changed his mind about being an artist. Give stimulus statements, such as, what would have happened if Mr. Galang:
  - a. became interested in airplanes?
  - b. discovered he couldn't really paint?
  - c. did not win the art contest?
  - d. did not have the money to go to art school?
  - e. became interested in business?
7. Explain to the children that changes take place in our lives all the time. When they get a little older, they may change their minds about what they want to be. New knowledge, new experiences, and new skills can change their plans for the future.

實施目標

兒童應學會：

1. 參加一項遊戲；這是總結上面有關目標和計畫等課之活動。

教材

亞美中心 1. 手工材料 I 目標遊戲 1 ( 第 15-20 頁 ) 。

說明

照遊戲板上的說明來做遊戲。

## PERFORMANCE OBJECTIVES

The child will be able to:

1. Participate in a game that serves as a culmination of the foregoing lessons on goals and plans.

### Materials

AABC 1. Construction material, "The Goal Game" (15-20)

### Instructions

Play the game according to the instructions given on the game board.

### 概念要旨三

人人都有基本的權利。

#### 學習目標一

兒童應認識，每人都有基本的權利，與尊重別人權利的責任。

#### 活動一至二

#### 學習目標二

兒童應認識，人應採取行動以維護自身的權利。

#### 活動三至四

#### 總結活動

### **CONCEPTUAL STATEMENT III**

All people have basic rights.

#### **LEARNING OBJECTIVE 1**

The child will recognize that s/he has basic rights and the responsibility to respect the rights of others.

Activities 1 - 2

#### **LEARNING OBJECTIVE 2**

The child will recognize that people should take action to protect their rights.

Activities 3 - 4

#### **CULMINATING ACTIVITY**

S2

S3

45

## 學習目標一

兒童應認識，每人都有基本的權利，與尊重別人權利的責任。

### 活動一

#### 實施目標

##### 兒童應學會：

1. 在一套指定的圖片中，分辨出甚麼事他有權做，甚麼事他沒有權做。
2. 給「權利」一詞下定義。
3. 舉出一些自己有權做的事。

##### 教材

亞美中心 1. 習作紙「你有這些權利嗎？」(21-22)

##### 說明

1. 向兒童灌輸權利的概念，叫他們做「你有這些權利嗎？」紙上的習作。分發習作紙，叫兒童看第一頁上的圖片，解釋圖中的行為，有些我們可以自由去做，有些却不可以做。叫他們看第一幅圖片，並描述發生了甚麼事。問他們這是不是一件可自由去做的事？叫他們在適當的空格內打個記號。討論繪有不應做的行為的圖片時（人身攻擊、惡意破壞他人財物等），問他們這些行為為甚麼不許可。在黑板上預備一張圖表，把圖表上分為二欄。一欄上面寫「可以」，另一欄上面寫「不可以」。當兒童評量每幅圖片時，將不可隨意做的事統統填入「不可以」的空欄內；可以隨便做

的事，則填入「可以」欄內。

2. 叫兒童注意「可以」欄，並解釋這些事是人人都有權利去做的。例如：我們可以和朋友玩耍、買菜、安靜地讀書、和家人一起吃飯、上教堂，以及和他人一起工作。問兒童有誰能解釋「權利」一詞的意義。指出「權利」為人們合理要求的事物。視學生的程度，教師也可把權利解釋為在法律、本質、或傳統上屬於某人的特殊權益。

3. 討論「不可以」欄內的非權利，叫兒童說出為甚麼大家沒有權利做這些事。例如：我們不可以打人、搶走別人的玩具、塗污學校的牆壁，因為這些行為都是侵害別人的權利。

4. 結束本項活動時，叫兒童想想還有甚麼其他的事是他們有權去做的。

## **LEARNING OBJECTIVE 1**

The child will recognize that s/he has basic rights and the responsibility to respect the rights of others.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Distinguish between things s/he has a right to do and things s/he does not have a right to do in a given set of pictures.
2. Define *right*.
3. Give examples of rights that s/he has.

#### **Materials**

AABC 1. Worksheet, "Do You Have These Rights?" (21-22)

#### **Instructions**

1. To introduce the concept of rights, do the worksheet, "Do You Have These Rights?" Distribute the worksheet to the children and have them examine the pictures on the first page. Explain that some of these actions we are free to take and others we are not free to take. Ask them to examine the first picture. Have them describe what is happening. Ask if this is something that they are free to do. Have them put an X in the appropriate box. When discussing pictures that depict unacceptable acts (assault, vandalism, etc.), ask why those activities are unacceptable. Prepare a chart on the board with two columns. Label one column Yes, and the other column No. As the children evaluate the activity in each picture, list on the board all the things that people are free to do under the Yes column. List things they are not entitled to do under the No column.

2. Call the children's attention to the *Yes* column and explain that these are things that we have a right to do as people. For example, we can play with our friends, shop for food, study quietly, eat with our family, go to church, and work with a group. Ask if anybody can explain what the word *right* means. Discuss rights as things to which people have a just claim. Depending on the children's level, rights may also be discussed as privileges that belong to a person by law, nature, or tradition.
3. Talk about the non-rights in the *No* column. Have the children give reasons why a person doesn't have a right to do these things. For example: we cannot hit another person, take away another's toy, or make marks on a school wall, since these activities violate the rights of others.
4. To conclude this activity, ask the children to think of other things that they have a right to do.

## 活動二

### 實施目標

#### 兒童應學會：

1. 說出人類幾項基本需要。
2. 指出這些需要與個人基本權利之關係。
3. 把義務與相對的權利聯繫起來。

#### 教材

亞美中心 1. 教學圖片〔基本權利〕(第 23 頁)。

#### 說明

1. 叫兒童說出三項人類生存的基本需要（衣、食、住等）。向兒童解釋，既然人人都需要這三件事物才能生存，因此可以說，人人都有權利得到這三件事物。

2. 給兒童展示教學圖片〔基本權利〕。

- a 叫兒童看頁首的圖片，並描述圖中的情形。指出它與人類飲食的基本權利之關係。說出凡人無法得到足夠的糧食充飢，就是被剝奪此項權利。解釋人有飲食的權利，也就有不浪費食物的義務。
- b 叫兒童看下一幅圖片，問他們圖中所描述的是屬於甚麼權利。啟發兒童瞭解，雖然人有住屋的權利，但也有保持住屋清潔和衛生的義務。問他們為甚麼該有此種義務？教師可解釋說，這是因為人人都希望自己的鄰區保持清潔及合乎衛生。

- c 叫兒童指出第三幅圖所描述的權利，向他們解釋，為何有些人沒有衣服保溫。強調人人都有職責照顧自己的衣服。

3. 叫兒童從自己的經驗中舉出一些有關行使衣、食、及住等權利，並盡其附帶義務的例子。叫每個兒童想起一件關於權利受侵犯之事。例如有個鄰居報怨，隔壁開舞會太吵了；或孩子們忘記把剩飯放進冰箱去，使食物變壞而浪費了。
4. 叫兒童寫一篇簡短的描述，描寫教學圖片所顯示的每一項權利之附帶義務。啟發兒童瞭解，人對某些權利雖有合理的要求，但仍不得任意做出侵犯他人權利的事。

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

1. State some basic needs of people.
2. Relate these needs to the basic rights of individuals.
3. Associate responsibilities with specific rights.

#### Materials

AABC 1. Teaching picture, "Basic Rights" (23)

#### Instructions

1. Ask the children to name the basic things that people need in order to live (food, shelter, clothing). Explain that because all people need these three things to live, they have a right to have these things.
2. Display the teaching picture, "Basic Rights."
  - a. Have the children examine the top picture. Have them describe what the picture depicts and relate it to people's basic right to eat. State that people who do not have enough to eat are being denied that right. Explain that along with our right to eat goes the responsibility not to waste food.
  - b. Have the children look at the next picture. Ask them what right this picture depicts. Direct the children to realize that, while everyone has a right to shelter, s/he also has a responsibility to keep his/her shelter clean and sanitary. Ask for reasons why this responsibility exists. Explain that people want to have their neighborhood free from litter.

- c. Have the children identify the right shown in the bottom picture. Explain that some people do not have clothing to keep them warm. Stress the responsibility we have to take care of our clothing.
3. Have the children recall instances from their own experiences in which each of the preceding rights and responsibilities has been fulfilled. Also have each student recall an instance in which a responsibility or right was violated. Some examples might be a complaint from a neighbor that the party next door was too noisy, or a child's forgetting to put leftover food in the refrigerator causing it to spoil and thus be wasted.
4. Ask the children to write a short description of the responsibility that accompanies each right depicted in the teaching picture. Direct the children to realize that, while we have just claims to certain rights, we are not free to perform activities that violate other people's rights.

兒童應認識，人採取行動以維護自身的權利。

受之平等教育。因此，種族隔離應受廢除。但有些家長不願送他們的兒女到有黑人的學校去讀書。在有些城市，警察要護送黑人學生上學，有時，載送黑人兒童的校車被人投擲石頭。

看右面的圖片。今天在美國很多學校已經取消了種族隔離，就是說，不同種族的兒童可在同一學校讀書。在美國，接受平等教育的權利是受保障的，現在我們有法律維護這個權利，而且法庭也盡力執行這些法律。

#### 兒童應學會：

1. 說出少數民族和婦女的權利被侵犯的例證。
2. 說出這些權利為甚麼會被侵犯。
3. 描述個人的權利被侵犯時的感受。
4. 討論在此種情形下，人們應採取何種建設性的行動。

#### 教材

#### 亞美中心 1. 圖表 | 人權今昔 |

#### 說明

1. 舉起圖表讓兒童靜靜地看。向他們解釋，有時，有些人的權利會被別人侵犯。叫兒童注意左方的圖片，告訴他們這些都是過去所發生過的事實，指出右方的圖片乃是現在的情形。告訴他們下面要討論教育、房屋、和就業的權利。先將這些題目作一簡略的介紹。給「少數民族」下一定義。

2. 先提供以下的資料，然後討論教育平等之權利：從前，黑人及少數民族兒童，不能到美國白種兒童的學校去讀書，這情形叫做「種族隔離」。種族隔離是違法的，因為這樣會阻止一些兒童接受別的兒童所

#### 問題提示：

- a 少數民族的兒童有甚麼權利受到侵犯？（教育平等）
- b 你認為為甚麼有些白人兒童的父母反對撤消種族隔離？
- c 在學校裏，無法獲得良好的教育，你會覺得怎樣？那會怎樣影響你將來的抱負？
3. 先提供以下的資料，然後討論住屋平等的權利：從前，少數民族不能住在自己想住的地區，也不能找到好房子，很多房東不肯把房屋租給他們。這些少數民族只好住在陳舊，有時也很骯髒的房子裏，大家擠在一起，環境非常惡劣。現在情況稍有不同了，很多人組織起來，維護少數民族住屋平等的權利，美國現在也有法律保障租房子住的人。

## **LEARNING OBJECTIVE 2**

The child will recognize that people should take action to protect their rights.

### **ACTIVITY 3**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify instances in which rights of minority groups and women are violated.
2. Suggest reasons for these violations.
3. Describe what it would be like to have one's rights violated.
4. Discuss constructive measures people can take in such a situation.

#### **Materials**

AABC 1. Chart, "People's Rights Then and Now"

#### **Instructions**

1. Hold up the chart for the children to see. Let them look at the pictures quietly. Explain that sometimes some people's rights are violated by other people. Direct their attention to the pictures on the left-hand side. Tell the children that these are events that have happened in the past. Point to the pictures on the right-hand side as things that are happening now. Tell them that the rights you will be discussing concern education, housing, and employment. Discuss these topics briefly. Define *minority group*.
2. Discuss the right to equal education by providing the following information:

Some years ago, blacks and other ethnic minorities could not attend schools which white American children attended. This is called *segregation*. Segregation is against

the law because it prevents some children from getting the same education that other children get. So segregation had to end. But some parents didn't want their children to go to school with blacks. In some cities, police had to escort black children to school. Sometimes school buses carrying black children were stoned.

Look at the picture on the right. Many schools in the United States are now integrated; that is, children of different ethnic groups study together in the same school. The right to equal education is guaranteed in the United States. Now we have laws protecting this right, and the courts make sure that these laws are followed.

Suggested questions:

- a. What right of minority children was being violated? (their right to equal education)
- b. Why do you think some parents of white children were against ending segregation?
- c. How would you feel if you couldn't get a good education in your school? How might that affect your ambitions for the future?

3. Discuss the right to fair housing by providing the following information:

Years ago, minority groups could not live in neighborhoods where they wanted to live. They couldn't get good homes, either. Many landlords would not rent houses to them. These people were forced to live in old, sometimes dirty, buildings. These buildings were crowded. Living conditions weren't very good.

Things are a little different now. Many people have formed groups to make sure that minority people get fair housing. In the United States there are laws which protect people when they look for a place to live.

問題提示：

- a 這裏，他們有甚麼權利受到侵犯？（住屋平等）  
b 你認為甚麼房東不肯把屋子租給少數民族呢？  
c 你以為房東這樣做公平嗎？  
d 假如你家人無法找到好房子，你會覺得怎樣？

4 討論就業平等的權利：

很久以來，美國婦女一直找不到高薪的工作，也不能找到人們認為只有男人才能做的工作，譬如做警察、木匠、修車技工等。婦女的薪酬總是較男人低；很多人認為，某些職業，婦女工作效率不如男性。現在，婦女就業機會多了，她們已組織起來，爭取更多的工作機會。很多婦女已擔任從前只有男人才能做的工作。我們見到的女警、女木匠、和公共汽車女駕駛員也越來越多了。

問題提示：

- a 婦女們有甚麼權利受到侵犯？（就業平等）  
b 假如別人不肯僱用妳，只因為妳是女人，而不是不夠資格，妳會覺得怎樣？

在黑板上寫下這些侵犯權利的例子：

- a 兒童被剝奪接受良好教育的權利。  
b 人們不能在他們想住的地區居住。  
c 婦女缺乏就業機會。  
重提過去當這些權利被侵犯時，人們採取維護權利與使用權利的行動。討論他們用過甚麼方法。向兒童解釋，一羣人如何向當局施與壓力，通過保障他們權利的法律。

5

- a 兒童被剝奪接受良好教育的權利。  
b 人們不能在他們想住的地區居住。  
c 婦女缺乏就業機會。  
重提過去當這些權利被侵犯時，人們採取維護權利與使用權利的行動。討論他們用過甚麼方法。向兒童解釋，一羣人如何向當局施與壓力，通過保障他們權利的法律。

**Suggested questions:**

- a. What right was violated here? (the right to fair housing)
- b. Why do you think those landlords refused to rent houses to minority people?
- c. Do you think it's fair for landlords to do that?
- d. How would you feel if your family couldn't get good housing?

**4. Discuss the right to equal employment:**

For a long time, women in this country could not get jobs that paid well. Also, they could not get jobs that people thought only men could do, like police work, carpentry, auto repair. Women were always getting lower salaries than men. A lot of people thought that women could not do as well as men in certain professions. Now, a lot more jobs are open to women. Women have formed groups to demand equal job opportunities. A lot of women are working in jobs that used to be done only by men. More and more, we see policewomen, women carpenters, and women bus drivers.

**Suggested questions:**

- a. What right of women was violated? (the right to equal employment)
- b. How would you feel if you were not hired for a job because of your sex and not because of your qualifications?

**5. Make a list of these violations of rights on the board:**

- a. Children were denied equal education.
- b. People couldn't live where they wanted.
- c. Women didn't have job opportunities.

Recall that when these rights were violated, people took action to protect and exercise their rights. Discuss what measures were taken. Explain how a group of people can exert pressure so that laws are passed which protect their rights.

## 活動四

### 實施目標

兒童應學會：

1. 指出當不同團體的權利被侵犯時，他們所採取的行動。
2. 在這種情形下，為自己決定，應採取甚麼積極的行動。
3. 論定為保障權利，集體行動往往是必要的。

教材

亞美中心 1. 故事書「在車衣廠裏」。

說明

1. 在兒童未閱讀故事以前，先解釋李家是一個華裔美國家庭。叫兒童在地圖上指出中國、台灣、和香港的位置。告訴他們，華裔美國人的祖先原是來自這三個地方的。

2. 叫兒童默讀故事書的第一頁（教師先預備一份錄音帶，幫助閱讀上有困難的學生）：
  - a Mary 那天到哪裏去？
  - b 中國城（華埠或唐人街）是甚麼？你到過中國城嗎？在那裏你見到甚麼東西？

3. 叫兒童默讀下四頁：
  - a Mary的媽媽是做甚麼的？
  - b 車衣廠是個怎樣的地方？
  - c Mary的媽媽說，很久以前的車衣廠不是這樣的；

你認為這是甚麼意思？

- d 你認為現在車衣廠的情況是好了還是壞了？

4. 叫學生再默讀下三頁：

- a 關於以往工廠的情況，Mary的媽媽告訴了她甚麼？
- b 你想女工在那種情況下工作會覺得怎樣？
- c 後來她們怎樣做了？她們組織的團體叫甚麼？
- d 她們第一次是否成功了？為甚麼沒有？她們怎樣成功地改善了工作情況？
- e 當更多的工會組織起來，要求改善工作情況時，結果會怎樣？

5. 叫兒童默讀最後兩頁：

- a 你想Mary會在公園裏做甚麼？
  - b 她爸爸開的是甚麼商店？
  - c 如果你在中國城，你會做甚麼呢？
6. 提供兒童一個假設的情況，叫他們假想自己是一家工廠的工人。這工廠很小，且光線不充足，同時又沒有防護工人不受機器傷害的設施。  
鼓勵兒童討論這家工廠有些甚麼問題；當工人在這種情況下工作，甚麼權利受到侵犯？有甚麼需要改善的？然後叫他們想出辦法，以達到改善的目的。兒童可飾演這樣的情況：組織工會，把要改善的事一一列出呈示經理，及甚至考慮把爭端訴諸法庭。這一課的目標是要使兒童明白，在權利受到侵犯時，人人都應團結一致，採取行動維護權利。

## ACTIVITY 4

- b. How do you think women felt working under those conditions?
- c. What did they do? What do you call the group that they formed?
- d. Were they successful at first? Why not? How did they succeed in improving their working conditions?
- e. What happened as more unions were formed and demanded improvement?

- The child will be able to:
- 1. Identify actions that different groups have taken when their rights were violated.
  - 2. Decide for him/herself what constructive measures one could take in such a situation.
  - 3. Conclude that group action is often necessary for the protection of people's rights.

### Materials

#### AABC 1. Storybook, "At the Sewing Factory"

### Instructions

- 1. Before the children read the storybook, explain that the Lees are a Chinese American family.

Have the children locate China, Taiwan, and Hong Kong on a map. Inform them that the Chinese American people living in the United States have ancestors that originally came from these places.

- 2. Have the children read page 1 silently (prepare a story tape for children who need it):
  - a. Where did Mary go that day?
  - b. What is Chinatown? Have you ever been to Chinatown? What things did you see there?
- 3. Have the children read the next four pages silently.
  - a. What does Mary's mother do?
  - b. What kind of place was the factory?
  - c. What do you think Mary's mother meant when she said that sewing factories did not look like this one long ago?
  - d. Do you think conditions were worse or better?
- 4. Have the next three pages read silently:
  - a. What did Mary's mother tell her about factory conditions in the past?

## PERFORMANCE OBJECTIVES

- Encourage the children to discuss what the problems are, what rights are being violated when people are subjected to such working conditions, and what needs to be improved. Then ask them to think of some ways they, as workers, could help bring about these improvements. The children may role play a situation in which they would form a group, make a list of things to improve, present it to the manager, and even consider taking the issue to court. The object of the lesson is to make the children realize that, in instances where rights are violated, people can take action by uniting to protect those rights.
- 5. Have the last two pages read:
    - a. What do you think Mary will do in the park?
    - b. What kind of store does her father have?
    - c. If you were in Chinatown, what would you do?
  - 6. Provide a hypothetical situation. Tell the children to pretend that they are workers in a factory. The factory is small and not lit properly. The workers don't have any protection from the machinery.

1 1 3

1 1 2

7. 擴大故事中組織工會的主題，談及農場工人、勞工、教師及其他專業團體。他們也組織了工會，以便在權利受侵犯時能採取行動。
8. 總結討論時，比較個人和團體為維護權利所採取的行動，看看兩者的力量和價值有何不同。強調從上述的例子可證明，集體行動能產生較大的影響，及取得更大的成效。

## 總結活動

### 實施目標

#### 兒童應學會：

1. 參加草擬「兒童權利法案」。
2. 說出兒童某些應有的權利。
3. 說出這些權利所附帶的義務。

#### 教材

其他 1. 做羊皮紙（或選別種紙）、墨汁、和筆。

#### 說明

1. 做這個總結活動時，先叫兒童想想他們應享有的權利，然後討論此一題目，最後列出一張兒童權利表。
2. 這個表草擬好後，便拿出來討論，叫全班評量每項權利，看是否應該包括在「兒童權利法案」內。討論每項權利所附帶的義務，強調若兒童要在家裏及學校享有這些權利，便應該負起附帶的義務。

3. 最後草稿擬妥後，可把法案印在做羊皮紙上。假使不能這樣做，可把法案工整地書寫在一張大的硬紙上，周圍加上花邊，做成像官方文件一樣。把法案在教室內展覽，或甚至呈送校長，考慮叫全校共同採用。

7. Extend the topic of union organizing by talking about farm-workers, labor groups, teachers, and other professional groups. They, too, have formed unions to make sure that they can take action whenever there is a violation of their rights.
8. Conclude by contrasting the value and strength of individual action versus group action as they relate to protecting the rights of people. Stress that, in instances such as those discussed above, a group fighting for the same cause makes a bigger impact and achieves a more definite result.

## CULMINATING ACTIVITY

### PERFORMANCE OBJECTIVES

- The child will be able to:
1. Participate in a drafting of a "Bill of Children's Rights."
  2. State certain rights that children should have.
  3. Name the responsibilities that accompany these rights.

#### Materials

- Other 1. Parchment paper (optional), india ink, pen

#### Instructions

1. As a closing activity, ask the children to think of rights that they think children should enjoy. Have them discuss this topic and come up with a list of children's rights.
2. When a list has been drafted, discuss it. Have the class evaluate each right to see if it should be included in a "Bill of Children's Rights." Discuss the responsibilities accompanying each right. Stress that, if they are to enjoy these rights at home and in school, they should also be prepared to take on the responsibilities that accompany these rights.
3. After the final draft has been prepared, you may have it printed on parchment paper. Or, if this is not feasible, print the rights on a large piece of tagboard and decorate the edges to make it look like an official document. Display it in the room. You might present it to the principal for adoption by the entire school.

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## 單元二： 家庭

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- 概念要旨一  
家庭間以種種方式互相交往。
- 概念要旨二  
家庭間藉彼此的工作而交往。

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## **UNIT II: FAMILY**

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### **CONCEPTUAL STATEMENT I**

Families interact with each other in various ways.

### **CONCEPTUAL STATEMENT II**

Families interact through their work.

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家庭間以種種方式互相交往。

概念要旨一

學習目標一

兒童應認識，大家庭的成員共同活動，互相關懷。

活動一至四

學習目標二

兒童應認識，在同一鄰區的家庭互相交往。

活動五至七

總結活動

## **CONCEPTUAL STATEMENT I**

Families interact with each other in various ways.

### **LEARNING OBJECTIVE 1**

The child will recognize that members of extended families share many activities and concerns.

Activities 1 - 4

### **LEARNING OBJECTIVE 2**

The child will recognize that families in the same neighborhood interact with each other.

Activities 5 - 7

### **CULMINATING ACTIVITY**

## 活動一

## 實施目標

兒童應學會：

1. 指出自己家庭的成員。
2. 把衆人分成二類：家人或朋友。
3. 給「親戚」一詞下定義。
4. 在指定的故事書裏，舉出朋友與家人互相交往的例子。

## 教材

亞美中心 1. 故事書「意外事件」。

其他 1. 紅色及綠色的手工紙。

2. 圖表紙。

3. 繩、打孔機、衣架。

## 教師自製教具

用紅綠兩色的手工紙，剪出幾種形狀（如插圖）的紙片做名牌。把你家人的名字及關係寫在紅色名牌上，把朋友及相識者的名字和關係寫在綠色名牌上。最少舉出一個同事、一位鄰居、和另外一個朋友。把名牌都放在一個大紙袋內。

## 說明

1. 告訴兒童紙袋裏有許多人的名字，這些人都是跟你很熟的。每次叫一人出來，從袋裏抽一名牌，把名字讀出，然後貼在圖表紙上。當所有名字都讀出後，叫學生猜為甚麼名牌分紅綠二色。他們應指出紅綠二色代表兩種人：「家人」及「朋友」。
2. 叫幾個兒童說出家人及朋友的名字。不過要小心留意到，有些兒童可能來自；只有一個家長的家庭、只有監護權的家庭、夫婦分居的家庭、或因移民而分散的家庭等等。
3. 討論家人和朋友的關係及住有何異同：
  - a 兄弟姊妹與你是不是同父母的？為甚麼？
  - b 你和兄弟姊妹是否同住在一起？為甚麼同住或為甚麼不同住？你和朋友是否住在一起？為甚麼同住？或為甚麼不同住？
  - c 你和父母是否同姓？你朋友和你父母是否同姓？為甚麼？
  - d 你和朋友有沒有一起玩？你和兄弟姊妹有沒有一起玩？
  - e 有困難時，你的家人是否互相幫忙？有困難時，你和你的朋友們是否也互相幫忙？

## LEARNING OBJECTIVE 1

The child will recognize that members of extended families share many activities and concerns.

### ACTIVITY 1

#### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify his/her family members.
2. Classify people as either family members or friends.
3. Define *relative*.
4. Cite incidents which show interaction among friends and family members in a given storybook.

#### Materials

AABC 1. Storybook, "An Accident"

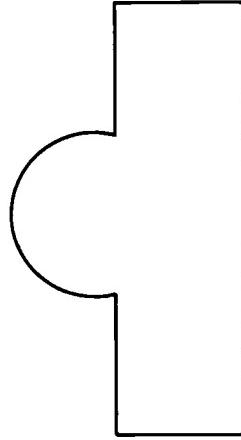
- Other 1. Red and green construction paper  
2. Chart paper  
3. String, hole punch, hangers

#### For teacher preparation

Use the red and green construction paper to cut several shapes as shown for name tags. Write the names and relationships of people in your family on red name tags, the names and relationships of friends and associates on green name tags. Name at least one friend at work, one friend from your neighborhood, and one other friend. Put all the name tags in a big bag.

#### Instructions

1. Tell the children that there are many people's names inside the bag and that you know these people very well. Ask one child at a time to come and pick one name tag from the bag. Have him/her read what's on the name tag and tape it on the chart paper. After all the names are identified, have the children figure out why the name tags are in two colors. They should identify the two categories of people as "family members" and "friends."
2. Have a few children identify members of their families and name a few of their friends as well. Be sensitive to the fact that some children may come from single-parent families, families headed by guardians, families separated due to immigration problems, etc.
3. Discuss the similarities and differences in relationships and interactions among family members and friends:
  - a. Do you and your brothers and sisters have the same parents? Why?
  - b. Do you and your brothers and sisters live together? Why or why not? Do you and your friends live together? Why or why not?
  - c. Do you and your parents have the same last name? Do your friends have the same last name as your parents? Why?
  - d. Do you and your friends play together? Do you and your brothers and sisters play together?
  - e. Do people in your family help each other when there is a problem? Do you and your friends help each other when there is a problem?



f 你朋友能否成爲你家中的—員？向兒童提出，人們能因婚姻關係變成家人。你能否變成你朋友家中的—員？

在討論結束時，向兒童介紹「親戚」這個名詞，並在圖表上指認親戚的名字。

4. 叫兒童默讀故事書「意外事件」一至五頁。教師可預備一份錄音帶，幫助閱讀上有困難的學生。在一至五頁中，舉出 Tanaka 一家與朋友互相交往的例子：
- a 故事中誰是 Junko 的親戚？他們和 Junko 是甚麼關係？

- b Dizon 太太是誰？她怎樣幫助了 Tanaka 的祖母？  
c 故事裏的壞消息是什麼？Auntie Linda 怎樣幫助了孩子們？  
d 故事裏的人對 Tanaka 太太的感情如何？

5. 結束本項討論時，指出朋友與親戚的主要分別。叫兒童溫習先前有關朋友和親戚的討論。做一個兩欄的圖表，一欄上面寫家庭，另一欄寫朋友。將兒童填在下面填充題的答案列在適當的空欄內：

- a 「我在\_\_\_\_\_上依靠我的家人。」  
b 「我在\_\_\_\_\_上依靠我的朋友。」

討論兒童的答案。

6. 分發空白的紅綠名牌。叫兒童在紅色名牌上畫出家人的樣子，並寫出家人的名字和關係。又叫兒童在綠色名牌上畫出朋友的樣子，並寫出朋友的名字和關係。在每個名牌上打一小孔，用繩穿起，掛在衣架上做活動飾物。

## 活動二

### 實施目標

#### 兒童應學會：

1. 在一指定的故事裏，分出家人和親戚。
2. 分辨自己的家人和親戚。
3. 指出一個大家庭中三代的成員。
4. 描述自己大家庭三代的親戚與自己的關係。
5. 分辨「母方」及「父方」的家庭關係。
6. 紿「大家庭」一詞下定義。

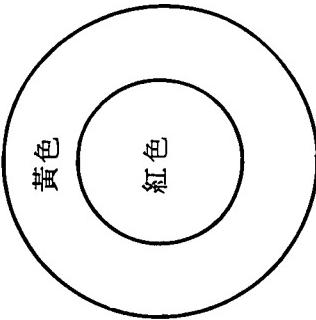
### 教材

- 亞美中心 1 故事書「意外事件」。  
2 習作紙「我的家庭圈子」。（第 24 頁）

### 其他

#### 教師自製教材

1. 用黃色手工紙剪出一個直徑約四十公分的大圓圈。
2. 用紅色手工紙剪出一個較小（直徑約二十公分）的圓圈。
3. 依圖示把小圓圈黏在大圓圈上，再把它們貼在黑板上。



- f. Can your friends become members of your family?  
(Mention how people become members of another family by marriage.) Can you become a member of your friend's family?

Introduce the term *relatives* at the end of this discussion and identify names of relatives on the chart.

4. Have the children silently read the storybook, "An Accident," pages 1 to 5. Prepare a story tape for children with reading difficulties. Identify the characters in the storybook. Cite examples from pages 1 to 5, showing interactions among the Tanaka family and friends:

- Who are Junko's relatives in the story? How are they related to Junko?
- Who is Mrs. Dizon? How did she help Grandmother Tanaka?
- What is the bad news in the story? What did Auntie Linda do to help the children?
- How did everyone in the story feel about Mrs. Tanaka?

5. Conclude the discussion by pointing out major distinctions between friends and relatives. Have the children review the earlier discussion about friends and relatives. Make a chart with two columns, one for family and the other for friends. List responses to the following open-ended sentences in the appropriate column:
- "I depend on my family for . . . ."
  - "I depend on my friends for . . . ."

Discuss the children's answers.

6. Distribute blank red and green name tags. On the red name tags, have the children draw and identify members of their families. Ask the children to draw and identify their friends on the green tags. Punch a hole in each tag and assist the children in stringing the tags from hangers to make mobiles.

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

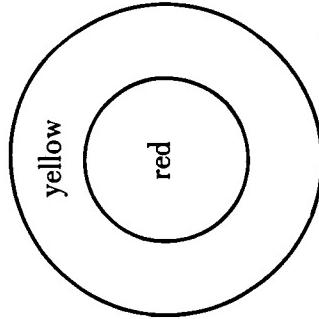
- Identify members of immediate and extended families in a given storybook.
- Identify members of his/her immediate and extended families.
- Identify members of a three-generation extended family.
- Describe extended family relationships of three generations in relation to him/herself.
- Distinguish between maternal and paternal family relationships.
- Define *extended family*.

### Materials

- AABC 1. Storybook, "An Accident"  
2. Worksheet, "My Family Circle" (24)  
Other 1. Color construction paper

### For teacher preparation

- Cut one huge circle, approximately 40 cm in diameter, out of yellow construction paper. Cut one smaller circle, approximately 20 cm in diameter, out of red construction paper.
- Paste the smaller circle on top of the larger circle as shown and affix the circles on the board:

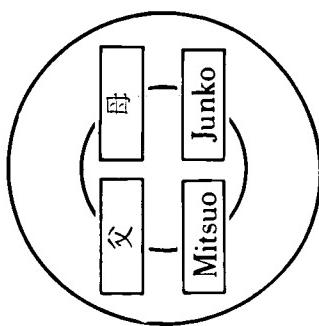


這兩個圓圈，代表故事書上意外事件 1 中孩子們的家  
人和親戚。

3. 從藍色和燈色的手工紙，剪下十五公分乘五公分的紙條多張，把 Tanaka 家中父方的親屬寫在藍紙條上，母方的則寫在燈色紙條上。
4. 至於孩子們的名字，Junko 和 Mitsuo，則用白色的紙條寫出。
5. 把這些紙條都放在黑板邊上，讓兒童看到及選擇。

#### 說明

1. 溫習故事書上意外事件 1。叫兒童回想書中的人物，及他們之間的關係。然後叫兒童默讀第六至第九頁，讀完後，再把故事內容簡略地溫習一遍。
2. 叫兒童留意黑板上已貼好的圓圈。指出這兩個圓圈就是 Tanaka 的家庭圈子了。叫兒童從黑板邊上的紙條中選出屬於 Junko 和 Mitsuo 家人的紙條，貼在紅色圓圈內，如圖所示：

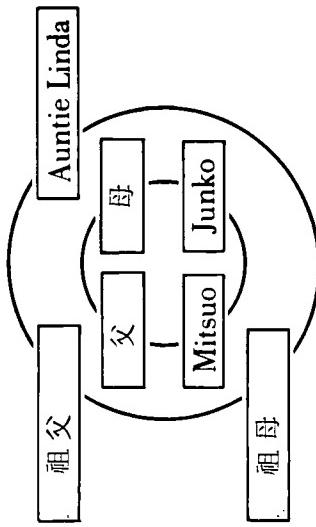


簡略地討論小家庭成員間的關係：

- a Junko 和 Mitsuo 的父母是誰？Tanaka 夫婦的子女是誰？Junko 的哥哥是誰？Mitsuo 的妹妹是誰？
- b 你的父母是誰？你的父母怎樣稱呼你及你的兄弟姊妹？
- c 你和你的兄弟姊妹是否同父同母？你的兄弟姊妹也有共同的祖父母嗎？

叫兒童說出他們自己家人的名字。

3. 指着大圓圈說，這是代表 Junko 和 Mitsuo 的大家庭。叫兒童選出適當的紙條，貼在大圓圈裏：



簡略地討論大家庭成員的親戚關係：

- a 你的祖父母和外祖父母是誰？
- b 你的 aunts 及 uncles 是誰？（譯者按：英文的 aunts 可指嬸母、伯母、姑母、及舅母、阿姨、姨母等；英文的 uncles 可指叔父、伯父、姑丈、舅父、及姨丈等。）
- c 你的祖父母／外祖父母怎樣稱呼你？
- d 你的 uncle 及 aunt 怎樣稱呼你？
- e 你的堂兄弟姊妹／表兄弟姊妹是誰？他們是誰的子女？

These two circles will represent the immediate and extended families of the children in "An Accident."

3. Cut 15 cm x 5 cm strips of blue and orange construction paper. Write down the relatives on the paternal side of the Tanaka family on blue strips, and the maternal relatives on the orange strips.

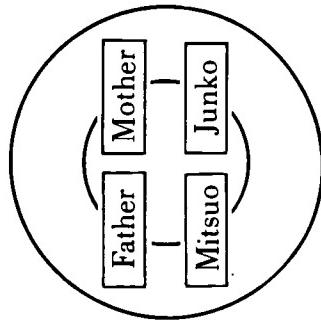
Use plain white strips for the children, Junko and Mitsuo.

4. Leave these name strips on the chalkboard ledge for the children to see and to choose from.

#### Instructions

1. Review the storybook, "An Accident." Have the children recall the characters in the story and how they are related. Now have the children read silently from pages 6 to 9. Briefly review the whole story when they are done.
2. Direct the children's attention to the board where the circles made of color construction paper are displayed.

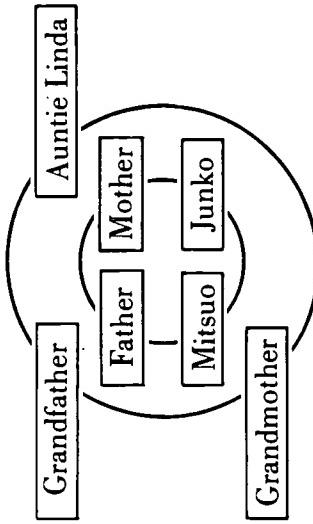
Introduce the circles as the Tanaka "family circles." Ask the children to choose from the names on the chalkboard ledge those who belong to Junko's and Mitsuo's immediate family and tape those names inside the smaller circle, as shown.



Briefly discuss how members of an immediate family are related:

- a. Who are Junko and Mitsuo's parents? Who is the son/daughter of Mr. and Mrs. Tanaka? Who is Junko's brother? Who is Mitsuo's sister?
- b. Who are your parents? What do your parents call you, your brother, and your sister?
- c. Do your brother and sister have the same parents? Do your brother and sister have the same grandparents? Have the children name the members of their immediate families.

3. Point to the larger circle and say that it represents Junko and Mitsuo's extended family.  
Have the children choose the appropriate name strips and tape them on the larger circle:



Briefly discuss how members of an extended family are related:

- a. Who are your grandfather and grandmother?
- b. Who are your aunts and uncles?
- c. What do your grandparents call you besides your given names?
- d. What does your uncle/aunt call you besides your given names?
- e. Who are your cousins? Whose children are they?

教師應強調，亞裔美國人的家庭對親屬間的稱呼分得十分仔細清楚。教師可以提出兒童已曉得的稱呼形式。

## 活動三

### 實施目標

4. 叫兒童注意紙條有兩種顏色。導引他們去發現「父方」和「母方」兩種親屬關係的區別。  
叫他們想，Junko 及 Mitsuo 還可能有些甚麼親戚，是故事書所沒有提到的。叫兒童清楚指出這些親戚，哪個是父方的，哪個是母方的。  
把兒童提出的親戚寫在適當顏色的紙條上，並加在大家庭的大圓圈裏。
5. 特別指出，有些亞裔美國人的家庭，對父方和母方的親屬，各有不同的稱謂。
6. 叫兒童數數 Junko 和 Mitsuo 共有多少親戚。輔助他們得出一個「大家庭」的定義。

### 兒童應學會：

1. 從一本故事書裏，舉出親戚們共同參與的活動。
2. 描述自己和親戚一起參與的活動。
3. 描述自己參與這些活動時的感受。
4. 概括地說親戚們通常在一起活動。

### 教材

- 亞美中心 1. 故事書「意外事件」。  
              2. 習作紙「我的大家庭」。（第 25-26 頁）  
其他      1. 各種顏色的手工紙。

### 教師自備教具

在此項活動中，兒童將要集體編製一個相簿，相簿的目的是描述他們與親戚一同參與的那些活動。教師應給家長發一封短信，解釋此項活動，並請他們協助。描述此一相簿的目的，叫家長選出一張與親屬一同活動時拍攝的照片，並提醒兒童翌日將這照片帶到學校來。

### 說明

1. 閱讀和溫習故事書「意外事件」。兒童應各自默讀。

Emphasize that relatives have very specific forms of address in Asian American families. Mention the forms of address that are known to the children in your class.

4. Call the children's attention to the two colors of the name strips. Lead them to discover the distinction between the maternal and paternal relations.

Have the children think of other people who may be related to Junko and Mitsuo but who are not mentioned in the story. Have the children specify whether the relative they mention is on the maternal or paternal side of the family.

Choose the appropriate color for writing the suggested names on strips. Add these names to the larger "family circle."

Note that some Asian American families have different names for paternal and maternal relatives.

5. Have the children count how many relatives Junko and Mitsuo have. Help them arrive at a definition of *extended family*.

6. Have the children do the worksheet, "My Family Circle."

### ACTIVITY 3

#### PERFORMANCE OBJECTIVES

- The child will be able to:
1. Call the children's attention to the two colors of the name strips. Lead them to discover the distinction between the maternal and paternal relations.

Have the children think of other people who may be related to Junko and Mitsuo but who are not mentioned in the story. Have the children specify whether the relative they mention is on the maternal or paternal side of the family.

Choose the appropriate color for writing the suggested names on strips. Add these names to the larger "family circle."

Note that some Asian American families have different names for paternal and maternal relatives.

5. Have the children count how many relatives Junko and Mitsuo have. Help them arrive at a definition of *extended family*.

6. Have the children do the worksheet, "My Family Circle."

- The child will be able to:

1. Cite examples in a storybook of activities that extended families do together.
2. Describe activities his/her extended family does together.
3. Describe his/her feelings when involved in such activities.
4. Generalize that extended families often do things together.

#### Materials

- AABC 1. Storybook, "An Accident"  
2. Worksheet, "My Extended Family" (25-26)  
Other 1. Color construction paper

#### For teacher preparation

In this activity, a photo album will be put together collectively by the children, depicting those activities that they do with their extended families. Send a short note home to parents explaining this activity and requesting their assistance. Describe the class photo album and its purpose. Ask parents to select a photograph taken during an activity with extended family members. Be sure to remind the children to bring the photos to school the next day.

#### Instructions

1. Read and review the storybook, "An Accident." The children should read silently on their own.

討論故事中兒童與親屬相聚的兩個場合：

- a 在 Tanaka 的孩子們與親戚相聚的第一個場合裏，他們在做甚麼？他們有甚麼感受？你有沒有到醫院探望過生病的親戚呢？誰和你一起去？你有甚麼感受？
- b Tanaka 一家與親戚們相聚的第二個場合，又是怎樣的呢？為甚麼？他們做甚麼呢？大家有甚麼感受？
- c 你有沒有在親戚家吃過飯？那裏還有誰？是在甚麼場合？你有甚麼感受？
- 2 叫兒童拿出自己的家庭照片，並向大家說明相片的內容。叫他們解釋拍照的場合，及各親戚的身分。指出許多家庭和他們親屬保持密切的關係。有些亞美家庭和親戚甚至住在同一幢屋子裏。叫兒童說出與親戚同住有甚麼感受。不與親戚同住的兒童，可以設想和親戚朝夕相處是怎樣的。

- 3 多數兒童不會把家中不愉快事情的相片帶來學校。教師可把自己家庭送殯或這類場合的照片，帶給學生看。討論並探究大家庭親屬間的交往是怎樣的。概括地指出，親戚通常都一同參與各種的活動。
- 4 分發各種顏色的手工紙，叫每個兒童把帶來的照片貼在紙中央，並寫幾句描述當時的活動，及自己的感受。把所有手工紙收集起來，裝訂成一本相簿，名為「我們和親戚一起做的事」。

5 分發習作紙「我的大家庭」。叫兒童：

- a 沿着虛線剪開窗、門、和屋頂。
- b 把習作紙貼在另一張白紙上。
- c 打開窗、門、和屋頂，依習作指示把答案寫在裏面。
- d 寫好後再把窗、門、和屋頂關好。
- e 大家用習作紙玩猜謎遊戲。

Discuss the two occasions when the two children were with extended family members:

- a. What were the Tanakas doing on the first occasion they were all together? How did they feel? Have you ever visited a relative in the hospital? Who went with you? How did you feel?
- b. What was the second occasion when the Tanakas were all together? Why? What did they do? How did everyone feel?
- c. Have you ever had dinner at a relative's house? Who was there? What was the occasion? How did you feel?

2. Have the children show and tell about their family photographs. Have them explain the occasion for the family gathering and identify the people in the pictures.

Point out that many families have very close ties with extended family members. Members of an extended Asian American family may even live together in the same house. Have the children express how they feel about living with relatives. It may be interesting for those who are not living with any relatives to imagine how they might interact with their relatives from day to day.

3. Few children will bring in photographs showing sad family occasions. If no one does, show the children photographs of your own family taken during a funeral or a similarly sad occasion. Discuss and explore the interaction among members of an extended family. Generalize that extended families often engage in different kinds of activities together.
4. Distribute sheets of colored construction paper. Each child is to paste his/her photograph in the center of the sheet. S/he is to write a few sentences to describe the activity and his/her feelings at the time. Compile the sheets in a class album entitled "Things We Do With Our Extended Families."

5. Distribute the worksheet, "My Extended Family." Have the children:

- a. Slit the windows, door, and roof by cutting on the dotted lines.
- b. Paste the worksheet on another piece of paper.
- c. Open the windows, door and roof and write the information on the inside as indicated on the worksheet.
- d. Close the windows, door, and roof after they have finished.
- e. Play a guessing game with their completed worksheets.

## 活動四

### 實施目標

#### 兒童應學會：

1. 推測在某個假設的家庭情況下會發生甚麼事。
2. 指出與遠方親人保持聯繫的方法。
3. 猜測沒有親戚的人的生活情形。
4. 描述自己與親戚保持密切聯繫的重要性。

### 教材

- 亞美中心 1 教學圖片 L 告別 1。（第 27 頁）  
其他 1 無家之人的圖片：例如獨居的老人，單身旅行的年青人、戰地打仗的兵士、及一般孤獨的人。

### 說明

1. 出示教學圖片 L 告別 1。與兒童討論圖中所發生的事。
  - a 這是甚麼地方？
  - b 哪個家庭正要遠行？
  - c 從他們的表情判斷，他們的心情怎樣？
  - d 接着還會發生甚麼事？
- 告訴兒童，跟父母一同遠行的女孩子名叫 Carol，以及：
  - a Carol 的父親要調到遠方的一個城市去。
  - b 她的家人在那城中沒有親友。
  - c 今天，Carol 一家要與親友告別。

叫兒童推測，Carol 一家搬到新地方後會怎樣：

- a. 你認為 Carol 和她父母對遷居有何感受？為甚麼？
- b. 你認為 Carol 的親友對他們的搬家有何感受？
- c. Carol 一家到了新地方後，沒有親友，他們的生活情形會怎樣？他們可以結交新朋友嗎？怎樣結交呢？他們能有新的親戚嗎？為甚麼不能？
- c. 你想他們還會和朋友及親戚保持聯絡嗎？

#### 2. 出示沒有親戚之人的圖片。

#### 討論一下沒有親戚的人的感受及其原因：

- a. 你認為他們有親人嗎？他們的親人在哪裏？
  - b. 這些人獨個兒生活，你想他們會高興嗎？為甚麼會或為甚麼不會？
  - c. 如果有親戚在那裏，他們會一起做甚麼？不要灌輸兒童一個錯覺，以為人人都應該與親屬來往。其實，應注重的乃是與親戚來往與否的選擇及其結果。
3. 叫兒童斷定與親戚保持密切聯繫之重要性：
    - a. 如果你一家搬到新地方去，你會和親戚保持聯繫嗎？為甚麼會或為甚麼不會？
    - b. 你認為與你祖父母／外祖父母、aunts 和 uncles、堂／表兄弟姊妹、及姻親等保持密切聯繫是否重要？為甚麼重要？或為甚麼不重要？

- a. How do you think Carol and her parents feel about their relocation to a new town? Why? How do you think Carol's relatives and friends feel about their moving away?
    - b. What will their lifestyle be in a new city where they have no friends and relatives? Can they make new friends? How? Can they make new relatives? Why not?
    - c. How do you think they will keep in touch with their friends and relatives?
  2. Show pictures of people who do not have extended families. Discuss how these people may feel and why:
    - a. Do you think they have any relatives? Where are their relatives?
    - b. Do you think they are enjoying themselves on their own? Why or why not?
    - c. If there were a relative around, what might they do together?

Do not give the impression that everyone has to interact with an extended family. Rather, focus on the choices and consequences of interacting or not interacting with extended families.
  3. Have the children determine the importance of maintaining close ties with extended families:
    - a. If your family were to move to a new place, would you keep in contact with your extended family? Why or why not?
    - b. Do you think maintaining close ties with your grandparents, aunts and uncles, cousins, and in-laws is important? Why or why not?
- PERFORMANCE OBJECTIVES**
- The child will be able to:
1. Predict what will happen given a hypothetical family situation.
  2. Point out ways to keep in contact with family members who are far away.
  3. Speculate about how people who do not have extended families live.
  4. Describe the importance to him/herself of maintaining close ties with extended family members.
- Materials**
- AABC 1. Teaching picture, "Saying Farewell" (27)  
 Other 1. Pictures of people without families, such as old people living alone, young people traveling alone, soldiers in combat, and loners in general
- Instructions**
1. Show the teaching picture, "Saying Farewell." Discuss with the children what is happening in the picture:
    - a. Where is this place?
    - b. Which family is leaving?
    - c. Judging from their expressions, how do they feel?
    - d. What will happen next?

Tell the children that the girl who is leaving with her parents is named Carol, and that:

    - a. Carol's father is being transferred to a distant city.
    - b. Her family has no friends or relatives in that city.
    - c. Today Carol's family has to say goodbye to relatives and friends.

兒童應認識，在同一鄰區之家庭互相交往。

你想再去嗎？爲甚麼想？或爲甚麼不想？

- b 你的鄰居有沒有到過你家裏？爲了甚麼原因？鄰居來你家時做甚麼？你想他們會再來嗎？爲甚麼會或爲甚麼不會？
- c 當需要別人幫忙時，你想鄰居會來幫你的忙嗎？爲甚麼會或爲甚麼不會？鄰居需要人幫忙時，你會去幫忙嗎？爲甚麼會或爲甚麼不會？
- d 除了拜訪外，你家和鄰居的家庭還有甚麼其他來往？

## 活動五

### 實施目標

兒童應學會：

1. 在某故事書中，指出鄰區中家庭交往的例子。
2. 指出他自己家庭與鄰區中其他家庭，一起參與的兩種活動。

### 教材

亞美中心 1 故事書「意外事件」。

### 說明

1. 叫兒童指出故事書「意外事件」中，Tanaka一家與鄰居家庭一起參與的兩種活動：
  - a Dizon太太是誰？她怎樣幫Tanaka祖母的忙？
  - b 假如車禍沒有發生，Junko的父母本會去參加甚麼活動的？他們會怎樣與Junko的同學底父交往呢？爲甚麼父母及兒童要參加學校的開放日？
  - c Tanaka太太復原後，打算做甚麼？她會邀請誰來？她會邀請鄰居嗎？爲甚麼？
2. 叫兒童描述他們家人與鄰居一同做事的場合：
  - a 你到鄰居家裏去過嗎？爲了甚麼原因？你的家人到鄰居家裏去過嗎？你在鄰居家裏做了甚麼？

## **LEARNING OBJECTIVE 2**

The child will recognize that families in the same neighborhood interact with each other.

### **ACTIVITY 5**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Point out examples in a storybook of how a family interacted with other families in the neighborhood.
2. Point out two activities his/her family has engaged in with other families in the neighborhood.

#### **Materials**

AABC 1. Storybook, "An Accident"

#### **Instructions**

1. Have the children point out two activities which the Tanakas shared with their neighbors in the storybook, "An Accident":
  - a. Who is Mrs. Dizon? What did she do to help Grandmother Tanaka?
  - b. What event would Junko's parents have attended if they had not been in the car accident? How would they have interacted with the parents of Junko's friends at school? Why do parents and children attend open house at school?
  - c. When Mrs. Tanaka got well, what did she plan to do? Who would be invited? Would she invite any neighbors? Why?
2. Have the children describe occasions in which their families did something with their neighbors:
  - a. Have you ever visited one of your neighbors? For what reason? Has your family ever visited any of your neighbors?

bors? What did you do in your neighbor's house?

Would you like to go again? Why or why not?

- b. Have your neighbors come to visit you before? For what reason? What did your neighbors do when they visited? Do you think they will come again? Why or why not?
- c. If you needed any help, do you think your neighbors would help you? Why or why not? If your neighbors needed any help, would you help them? Why or why not?
- d. What other activities, besides visiting, does your family share with other families in your neighborhood?

a 鄰居間，有些甚麼好事是大家能夠互相幫忙做的？

b 鄰居交往，是否只爲了需要幫忙？還有甚麼其他的交往嗎？

c 如果你是新搬來的，鄰居對你表示歡迎和友善，你會感到怎樣？爲甚麼？反之，如果沒有人表示

d 關心，你又會感到怎樣？

e 如果一個新搬來的家庭，流露出想結識你的意願，你會感到怎樣？爲甚麼？如果他們不想與你交往，你的感受又會怎樣？你對他們的看法會是怎樣？如果他們有意結識鄰居，但無人理睬，又會怎樣？你認爲新來的家庭會感到怎樣？

f 你能舉出一個實例，描述你或你的家人怎樣與鄰居交往嗎？

### 實施目標

#### 兒童應學會：

1. 描述至少兩件好鄰居應做的事。
2. 指出鄰區家庭間相互交往的兩個目的。
3. 推測一家人單獨生活，不與鄰居交往，會有甚麼感受。

#### 教材

#### 其他 1. 信紙和信封。

#### 說明

1. 玩「認識新鄰居」的遊戲，把兒童分爲四人一組，每一組代表鄰區的一個家庭。叫每組自取一個名字以便識別，抽籤決定哪一組要做新搬來的家庭。

2. 其餘各組便一起討論怎樣歡迎新鄰居。每組派一人把該組決定的事寫好，放在信封裏，信封上寫上新鄰居的名字和地址。另派一人當郵差，收集這些信，送給新搬來的家庭。

同時，新搬來的家庭也應盡力設法認識各個鄰居，同時應爲每個鄰居想出一個不同的接觸方式。這些方式也是寫成信件，分別放入寫上適當收信人的地址底信封裏，末了交郵差送信。

3. 每組應收到至少一封信。叫大家交換信件來看，並把內容列在黑板上。
- 討論與鄰居交往的好處：

## ACTIVITY 6

- PERFORMANCE OBJECTIVES**
- The child will be able to:
1. Describe at least two neighborly things to do.
  2. Indicate two purposes of interaction among families in the neighborhood.
  3. Predict what it would be like to live without any form of interaction with neighboring families.
- Materials**
- Other 1. Letter-size paper and envelopes
- a. What are some of the nice things neighbors can do for each other?
- b. Do neighbors interact only when they need help? What other types of neighborly interaction are there?
- c. If your family were the new "family," how would you feel if your neighbors welcomed and befriended you? Why? What if none of them seemed to care?
- d. If a new family were to move into your neighborhood and show their willingness to get to know you, how would you feel? Why? What if the new family didn't care to interact? What would you think about them? What if the new family were willing to get to know their neighbors, but no one cared? How would the new family feel?
- e. Can you cite an example of how you or your family interacted with neighbors?

### Instructions

1. Play a game called, "Meeting Your New Neighbor." Divide the class into groups of four. Each group represents one family in the neighborhood. Have each group name itself as a "family." Draw lots to determine which "family" is to be the one which has just moved into the neighborhood.
  2. Together, the remaining groups will decide on how to welcome the new "family." Have one child in each group write the decision of his/her group in letter form, put it in an envelope, and address it to the new "family." Select a child to be the carrier to collect the letters for the new "family."
- In the meantime, the new "family" will also work on as many ways as possible to get to know their neighbors. The new "family" should come up with at least one idea for each of the "families" in the class. Put the new "family's" letters in envelopes and address them to each "family" accordingly. The letter carrier will then deliver the mail.
3. Each group should receive at least one letter. Have the groups share their letters and write the contents on the board. Discuss the positive aspects of interaction with other families in the neighborhood.

兒童應學會：

1. 舉出自己的家庭至少參加過的一項社區活動。
2. 描述在此項活動中，自己的家庭怎樣與別人的家庭來往。

教材

其他 1. 報告社區活動的種種資料。

教師自備教具

到本地社區的機構去，收集各社團活動的通告，務要包括那些兒童家長們所熟識的活動。

收集以往社區活動的圖片，把上述的通告及圖片等貼在壁報板上，做一個社區活動展覽。

說明

1. 叫兒童注意壁報板上的展覽，告訴他們，這些通告是由本社區各地收集來的，並叫他們認出較常見的通告。

選出幾份常見的通告，高聲讀給兒童聽。叫他們辨認一些展出的圖片。

2. 叫兒童以舉手的方式，指出他們家人所參加過的活動。并描述他們參加這些活動的經驗：

- a 你家通常是誰參加這個活動？你和你家人參加這個活動時做甚麼？
- b 你家人參加這項活動時，如何和其他家庭來往？

還有其他甚麼人參加了？

- c 你參加這項活動，學到了甚麼？以後你家人還會再參加這項活動嗎？他們認為參加這項活動值得嗎？

教師應清楚地指出，鄰區裏的家庭並不一定要參加社區活動；本地機構所組織的種種活動，是為解決社區中家庭之需要。

- c. Did you learn anything at the event? Will your family participate in the event again? Does your family think that the event is worthwhile?
- Make it clear that families in the neighborhood do not have to participate in community events. Merely show the variety of activities and events that are offered by local agencies to meet the needs of families living in the community.

## **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name at least one community event in which his/her family participated.
2. Describe how his/her family interacted with other families in such an event.

### **Materials**

- Other 1. Materials publicizing community events.

### **For teacher preparation**

Collect announcements of community events from local community agencies. Be sure to include materials about events familiar to the families of the children in class.

Collect photographs of past community events. Put up a bulletin board display on community events. Pin the materials and photos on the bulletin board.

### **Instructions**

1. Call the children's attention to the bulletin board display. Inform them that the materials were collected from different places in the community. Have them identify the more familiar notices. Select a few of the familiar notices to read aloud. Have the children identify some of the photos on display.
2. Have the children indicate by a show of hands those events which their families attended. Have the children describe their experiences at these events:
  - a. Who in your family attended the event? What did you and your family do there?
  - b. In what ways did your family interact with other families at the event? Who else was there?

## 實施目標

兒童應學會：

1. 列舉家庭間交往的三個主要方式。
2. 說出家庭間交往的重要性。

## 教材

其他 1. 各種顏色的手工紙。

2. 厚紙。

## 教師自製教具

用厚紙剪出一幢房子外形，貼在壁報板上，命名為「家庭以不同方式互相交往」。

## 說明

1. 溫習本概念要旨中所提到的，家庭間之各種交往。叫兒童指出家庭間交往的三個主要方向：

- a 與親戚交往
- b 與鄰居交往
- c 與社區交往

2. 分發手工紙，叫兒童剪出一幢房子的外形。並在外形上寫出自己家庭與其他家庭交往的方式。同時，也將該項交往的價值一併寫出。

例如：

- 1. 我和爸爸媽媽去參加家長教師聯會，得知要建新校的消息。】
- 2. 我們去探訪祖母，和她談到不久家庭將要大團聚時

3. 收集兒童的紙房子，叫他們按照上述的三種家庭交往分類。

把紙房子貼在壁報板的大房子裏面。

叫兒童將家庭交往的優點和缺點列出來。

## CULMINATING ACTIVITY

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Enumerate three main forms of interaction among families.
2. State the importance of interaction among families.

#### Materials

- Other 1. Color construction paper  
2. Butcher paper

#### For teacher preparation

Cut out a large outline of a house from butcher paper and post it on the bulletin board. Entitle the display, "Families Interact with One Another in Various Ways."

#### Instructions

1. Review the forms of interaction among families in this conceptual statement. Have the children point out the three main aspects of such interaction:
  - a. with the extended family
  - b. with neighbors
  - c. with the community
2. Distribute construction paper. Have the children cut out outlines of a house. On the outlines, have the children write down one way in which their family interacts with other families. Then have them write down the value of such interaction.

For example:

"I went to the P.T.A. meeting with my parents. We learned about the new school that's going to be built."  
"We visited our grandmother. We enjoyed talking with her about the family reunion."

3. Collect the cutouts and have the children classify them according to the three forms of family interaction.  
Post the cutout houses inside the big cutout on the bulletin board.

Have the children list the advantages and disadvantages of interaction among families.

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## 概念要旨二

家庭間藉彼此的工作而交往。

### 學習目標一

兒童應認識，家人工作是為滿足經濟上的需要。

活動一至三

### 學習目標二

兒童應認識，家人工作也為滿足個人需要。

活動四至五

### 學習目標三

兒童應認識，家人藉工作來滿足社交方面的需要。

活動六至八

### 學習目標四

兒童應認識，職業的選擇會受到性別歧視的影響。

活動九至十

## **CONCEPTUAL STATEMENT II**

Families interact through their work.

### **LEARNING OBJECTIVE 1**

The child will recognize that family members work to fulfill economic needs.

Activities 1 - 3

### **LEARNING OBJECTIVE 2**

The child will recognize that family members work to fulfill needs for personal satisfaction.

Activities 4 - 5

### **LEARNING OBJECTIVE 3**

The child will recognize that family members fulfill many of their social needs through their work.

Activities 6 - 8

### **LEARNING OBJECTIVE 4**

The child will recognize that occupational choices may be affected by sex discrimination.

Activities 9 - 10

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## 學習目標一

兒童應認識，家人工業是為滿足經濟上的需要。

### 活動一

#### 實施目標

兒童應學會：

1. 說出自己家庭的基本需要。
2. 分辨基本需要和欲望。
3. 解釋自己的家人如何應付經濟需要。
4. 在一個假定的情況下，描述暫時解雇或失業的後果。
5. 下結論說，家人工作是為滿足經濟上的需要。
6. 解釋一家生活方式是如何受經濟狀況所決定。

#### 教材

亞美中心 1. 故事書「Carmen的生日」。  
其他 1. 基本必需品（食、衣、住）及奢侈品的圖片。

2. 厚紙、手工紙。

#### 說明

1. 叫兒童讀故事書「Carmen的生日」。另預備一份錄音帶，幫助閱讀上有困難的兒童。問他們，Reyes家中是誰出外工作，以及他們家有錢嗎？

2. 討論一個家庭的基本需要（食、衣、住）。將L需要J和L欲望J分辨清楚。出示各樣物件的圖片，叫學生逐件指出是基本需要呢，還是一種奢侈品。教師自己也可多舉一些其他例子。
3. 從主角Carmen需要和欲望的觀點，來討論這個故事：
  - a Carmen得到甚麼生日禮物？
  - b 她對禮物滿意嗎？
  - c Carmen的父母有沒有滿足了她的基本需要呢？
  - d Carmen想要更好的生日禮物，這個想法是基本需要還是欲望呢？
  - e Carmen上床睡覺時，爸爸和哥哥還給了她甚麼？
  - f 你認為Carmen為甚麼仍然夢想那雙紅鞋呢？
4. 討論家人如何靠工作來應付經濟上的基本需要：
  - a Reyes一家需要甚麼來買食物及衣服？
  - b 金錢是從哪裏來的？
  - c 如果Reyes先生的薪酬較低，會怎樣影響家中應付基本需要的情形呢？如果他的薪酬較高，又會怎樣？把書中主角家庭的經濟需要，與兒童家庭的經濟需要作比較。討論兒童的家人怎樣靠工作來應付經濟需要：

- a 你家裏誰工作呢？
- b 他們如何使用薪水呢？
- c 誰擔負一家的生活費？
- d 誰供應你的衣食費呢？
- e 除了日常生活的需求外，你父母還供給你甚麼？
- f 你家如果有工作會怎樣？

## **LEARNING OBJECTIVE 1**

The child will recognize that family members work to fulfill economic needs.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name the basic needs of his/her family.
2. Distinguish basic needs from wants.
3. Explain how the basic needs of his/her family are met.
4. Describe the effects of being laid-off or unemployed, given a hypothetical situation.
5. Conclude that family members work to fulfill economic needs.
6. Explain how the lifestyle of a family is determined by its economic status.

#### **Materials**

AABC 1. Storybook, "Carmen's Birthday"

Other 1. Pictures of basic necessities (food, clothing, shelter) and of luxuries

2. Butcher paper, construction paper

#### **Instructions**

1. Have the children read the storybook, "Carmen's Birthday." Prepare a story cassette to assist the children. Ask the children who among the Reyes family work and whether the family is well-off.

2. Discuss the basic needs of a family (food, clothing, shelter). Distinguish needs from wants. Show pictures of assorted items. Have the children identify each as either a basic need or a luxury. Give some examples of your own.
3. Discuss the storybook in terms of the character Carmen's needs and wants:
  - a. What was Carmen's birthday present?
  - b. Was she happy about the present?
  - c. Are Carmen's basic needs fulfilled by her parents?
  - d. Was her desire for a bigger birthday present a basic need or want?
  - e. At bedtime, what else did she receive from her father and brother?
  - f. Why do you think Carmen still dreamed of red shoes?
4. Discuss how basic needs are met through the work of family members:
  - a. What does the Reyes family need in order to buy food and clothing?
  - b. Where does the money come from?
  - c. If Mr. Reyes's job paid less, how would it affect the way the family meets its basic needs? What if his job paid more?

Compare the economic needs of the family in the storybook to those of the children's families. Discuss with the children how family members work to fulfill these needs:

- a. Who work in your family?
- b. What do they do with their income?
- c. Who pays the bills?
- d. Who pays for your food and clothes?
- e. In addition to what you need from day to day, what else do your parents provide you with?
- f. If no one were working in your family, what would happen?

## 活動二

### 實施目標

a 聽見 Reyes 先生暫時被解雇的消息，你感到怎樣？

b 他的妻子和兒女會有甚麼感覺呢？

c 你想 Reyes 先生被解雇，自己會有甚麼感覺呢？

d 現在這一家人要怎麼辦呢？  
由於家裏暫時沒有收入，Reyes 一家有甚麼活動要取消了？（外出吃飯、旅行等等）

#### 6. 討論兒童家庭中可能有過的失業經驗：

a 你的家人有沒有被暫時解雇過？  
b 由於家人的暫時解雇或失業，家裏受到甚麼影響呢？

c 他怎樣去改善這種情況呢？（另找新工作、填報失業保險等）

d 如果你的父母失業或暫被解雇，你能怎樣幫忙？  
由於失業，家庭的活動會有甚麼改變？

7. 總結討論時指出，工作通常能使家庭應付經濟需要，並指出，若沒有工作時，家庭必須在生活方式上作顯著的調整。

### 兒童應學會：

1. 描述家庭生活方式，因移民或轉業所引起的改變。
2. 解釋轉業和收入的改變，如何影響家庭的生活方式。

### 教材

亞美中心 1. 故事書 L Bayani 的畫 1。

### 說明

1. 溫習故事書 L Bayani 的畫 1，着重於 Galang 先生移民來美之初謀生的情形。討論 Galang 一家來美後，因轉業和收入減少所引起的生活方式改變。用以下圖表進行討論。圖表第一行填上 Galang 先生的兩項職業，叫兒童填寫 L 收入 1 及 L 家庭生活方式 1 兩欄。以下是可能的答案。

	在菲律賓的生活	在美國的生活
職業	畫家	旅館辦事員
收入	足夠	不夠
家庭生活	大房子	公寓
	有家用汽車	坐巴士
	可以全家去旅行	工作時間長，家人看到 Galang 先生的機會也不多
	Ligaya 有紅色的鞋子	只可以有蛋糕等等
	等等	等等

提出一個假設的情況，使用故事書 Carmen 的生日 1 的人物，激發兒童討論失業會怎樣影響一家人的生活。例如，設定 Reyes 先生被暫時解雇，因而失業了一段日子：

a 聽見 Reyes 先生暫時被解雇的消息，你感到怎樣？  
b 他的妻子和兒女會有甚麼感覺呢？

c 你想 Reyes 先生被解雇，自己會有甚麼感覺呢？  
d 現在這一家人要怎麼辦呢？  
由於家裏暫時沒有收入，Reyes 一家有甚麼活動要取消了？（外出吃飯、旅行等等）

#### 6. 討論兒童家庭中可能有過的失業經驗：

a 你的家人有沒有被暫時解雇過？  
b 由於家人的暫時解雇或失業，家裏受到甚麼影響呢？

c 他怎樣去改善這種情況呢？（另找新工作、填報失業保險等）

d 如果你的父母失業或暫被解雇，你能怎樣幫忙？  
由於失業，家庭的活動會有甚麼改變？

7. 總結討論時指出，工作通常能使家庭應付經濟需要，並指出，若沒有工作時，家庭必須在生活方式上作顯著的調整。

5. Present a hypothetical situation, using the characters in the storybook, "Carmen's Birthday," to stimulate discussion on how unemployment affects a family's lifestyle. Hypothesize, for example, that Mr. Reyes is laid off from work and remains unemployed for a while:

- How do you feel about the news that Mr. Reyes has been laid off from work? How would his wife and children feel about it?
- How do you think Mr. Reyes felt about being laid off?
- What does the family have to do now?
- Since there will be no income for the family for the time being, what are some family activities the Reyes family may have to cut? (eating out, going on trips, etc.)

- Discuss any experience the children may have had with unemployment in the family.
  - Have any of your family members ever been laid off from work?
  - How was your family affected by his/her being laid off or unemployed?
  - What did s/he do in order to change or improve the situation? (look for a new job, file for unemployment insurance, etc.)
  - If your parents were unemployed or laid off, what could you do to help? What family activities might change as a result of unemployment?
- Summarize the discussion by pointing out that work enables a family to meet its economic needs, and that without work, a family will need to make significant adjustments in its lifestyle.

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

- The child will be able to:
- Describe the changes in family lifestyle brought about by immigration and changes in occupation.
  - Explain how changes in occupation and income affect a family's lifestyle.

#### Materials

AABC 1. Storybook "Bayani's Art"

#### Instructions

- Review the storybook, "Bayani's Art." Focus the review on how Mr. Galang got started in the United States as an immigrant. Discuss the changes in family lifestyle resulting from changes in Mr. Galang's occupation and income after his family immigrated to this country. Use a chart to conduct the discussion. On the top line of the chart, fill in the two occupations of Mr. Galang. Have the children fill in the "Income" and "Family Lifestyle" columns. Possible answers are shown below.

	Life in the Philippines	Life in the U.S.
OCCUPATION/ JOB	artist	hotel clerk
INCOME	(adequate)	(inadequate)
FAMILY LIFESTYLE	(spacious house) (car)	(apartment) (bus)
	(family trip)	(working long hours prevents the family from seeing Mr. Galang very often)
	(red shoes for Ligaya)	(cake for Ligaya)
	etc.	etc.

總結討論時指出，移民出國如何引起轉業及收入的改變，繼而導致家庭生活方式的轉變。

### 活動三

2. 用同樣的方式，比較兒童移民來美後家庭生活方式的改變。這些改變，是家人轉業及家庭收入減少了的結果。
3. 叫兒童做一個寫作作業，名為「職業與我的家庭」。分發圖畫紙，叫移民兒童用一半篇幅寫幾句，描述自己家人在本國時所做的職業，在餘下的半張紙上，則寫出家人來美國後所做的工作。  
叫非移民兒童寫出，家人轉業及家庭收入減少的經驗。  
沒有這些經驗的兒童，則叫他們寫下家人的職業和工作，及家庭生活的一般情況。

### 實施目標

#### 兒童應學會：

1. 把某一故事書的情節，按先後次序排列。
2. 評論故事書中的人物底行爲。
3. 對家人間互相愛護和關懷的重要，表示賞識。
4. 描述自己對工作的家人之責任。

### 教材

#### 亞美中心

1. 故事書「Carmen的生日」。
2. 歌曲「一起工作」（第 28-29 頁至第頁）。

### 說明

1. 與兒童一起溫習故事書「Carmen的生日」：
  - a 故事發生的那天是個甚麼特別日子呢？Carmen 的年紀有多大？為甚麼她不開心？
  - b Reyes 先生為甚麼不能給她多買一些禮物？你認為 Carmen 是否瞭解她不能有更多的禮物？
  - c Carmen 臨睡時收到了一件甚麼「驚人」禮物？她高興嗎？爸爸和哥哥給她做個小紅盒子，是想向她表示甚麼？
  - d 哪一樣更為重要：一份大的生日禮物，還是家人的愛護和關懷？為甚麼？你怎麼知道 Carmen 的爸爸在盡力使她的生日過得愉快？
- 叫兒童把自己過生日的經驗與 Carmen 的作比較。問他們有過甚麼生日願望，這些願望是否都實現了？為甚麼？

- Summarize the discussion by pointing out how immigration brought about changes in occupation and income, which, in turn, caused changes in the family's lifestyle.
2. Use a similar format to compare the children's experiences with changes in family lifestyle as a result of changes in occupation and income.
  3. Have the children do a writing project called "Jobs and My Family." Distribute drawing paper. Have immigrant children use half of the paper to write a few short sentences about the work that their family members did in their native countries. On the other half of the paper, have the children write a few short sentences about what their family does now in the U.S.

Have the non-immigrant children write about their experiences with changes of occupation and income in their families. Have children who have not had such experiences write about the occupations of their family members and their family lifestyles in general.

### ACTIVITY 3

#### PERFORMANCE OBJECTIVES

The child will be able to:

1. Arrange the events in a storybook in sequence.
2. Remark on the behavior of characters in a given story book.
3. Demonstrate appreciation for the importance of love and care among family members.
4. Describe his/her responsibilities to the working members of his/her family.

#### Materials

- AABC 1. Storybook, "Carmen's Birthday"  
2. Song, "Working Together" (28-29)

#### Instructions

1. Review the storybook, "Carmen's Birthday," with the children:
    - a. What was the special day in the story? How old was Carmen? Why was she unhappy?
    - b. Why couldn't Mr. Reyes buy her more presents? Do you think Carmen understood why she couldn't have more gifts?
    - c. What was the "surprise" gift Carmen received at bed-time? Was she happy about it? What did her father and her brother want to show Carmen by making her the little red box?
    - d. What is more important: a big birthday gift or love and care from your family? Why? Why do you think Mr. Reyes tried to make Carmen's birthday a happy one?
- Have the children compare their birthday experiences with Carmen's. Ask them what birthday wishes they've had, whether or not those wishes were fulfilled, and why.

2 繼續鼓勵兒童對工作的家人表示感激：

- a 你家中有哪些人工作？你父母都去工作嗎？爲甚麼他們要工作？
- b 他們做的是甚麼工作？工作時間怎樣？他們工作很辛苦嗎？你怎麼知道？
- c 他們在家裏還有甚麼職責？
- d 你能做甚麼來表示對父母的感激？你能做甚麼來分擔家中的職責？

學習目標二

兒童應認識，家人去工作也爲滿足個人的需要。

- 3 教兒童唱「一起工作」。每次重唱時，叫一兩個兒童回答，怎樣才能對工作的家人表示愛心和感激，將他們的答案寫在黑板上。叫兒童做「感謝卡」，送給工作的家人。叫他們具體指出該感謝的事項。兒童應把「感謝卡」帶回家去，送給家長及其他工作的家人。

- 兒童應學會：
1. 基於自己在家和在校的職分與責任，給「工作」一詞下定義。
  2. 表達自己在工作完成後的感受。
  3. 舉出實例，說明自己對工作所感到的自豪和滿足。
  4. 說出在家或在校的工作中，如何能得到滿足和成就感。

說明

1. 基於兒童在家和在校的職分及責任，給「工作」一詞下定義，把「工作」這名詞寫在黑板上。

問題提示：

- a 你必須工作嗎？在哪裏工作？你在家裏要做甚麼工作？有甚麼工作，不必人家叫你，自己就會去做？
- b 你在校內要做甚麼工作？有甚麼工作是你自己願意做的？你喜歡學校的工作嗎？爲甚麼喜歡或爲甚麼不喜歡？

- 2 在壁報板上做兩個展覽。第一個：把兒童的名字分別寫在紙條上，釘在壁報板上，紙條之間留些空位，讓

2. Continue to encourage the children to appreciate the efforts of those who work in their families:
  - a. Who works in your family? Are both of your parents working? Why do they have to work?
  - b. What kind of work do they do? What are their working hours? Do they work very hard? How do you know?
  - c. What other responsibilities do they have at home?
  - d. What can you do to show your parents your appreciation? What can you do to share responsibilities at home?
3. Teach the song, "Working Together." Each time the song is repeated as the children learn it, ask one or two children how they can show their love and gratitude for those who work in their families. Write their responses on the board. Have the children make thank-you cards for those who work in their families. Ask them to be specific about why they want to express their appreciation. The children should bring the cards home and present them to their parents and the others who work in their families.

## **LEARNING OBJECTIVE 2**

The child will recognize that family members work to fulfill needs for personal satisfaction.

- a. Who works in your family? Are both of your parents working? Why do they have to work?
- b. What kind of work do they do? What are their working hours? Do they work very hard? How do you know?
- c. What other responsibilities do they have at home?
- d. What can you do to show your parents your appreciation? What can you do to share responsibilities at home?

3. Teach the song, "Working Together." Each time the song is repeated as the children learn it, ask one or two children how they can show their love and gratitude for those who work in their families. Write their responses on the board. Have the children make thank-you cards for those who work in their families. Ask them to be specific about why they want to express their appreciation. The children should bring the cards home and present them to their parents and the others who work in their families.

The child will be able to:

1. Define *work* in terms of his/her roles and responsibilities at home and in school.
2. Express how s/he feels when work is accomplished.
3. Cite examples when s/he felt proud and satisfied with his/her work.
4. Suggest ways to gain a sense of satisfaction and accomplishment in his/her work in school and at home.

## **PERFORMANCE OBJECTIVES**

### **ACTIVITY 4**

### **PERFORMANCE OBJECTIVES**

1. Define *work* in terms of the children's roles and responsibilities at home and in school. Write the word on the board.

Suggested questions:

- a. Do you have to work? Where do you work? What are some of the tasks you are told to do at home? What are some of the tasks you do even when no one asks you?
  - b. What work do you do in school? What are some of the tasks you want to do? Do you like school work? Why or why not?
2. Set up two bulletin board displays. For one, write the name of each child on a strip of paper and mount the names on the board, leaving room for each child to display something s/he did in school or at home. Label the board "We're Proud of . . ." Every week, have each child post something s/he is proud of having done. Have the class discuss the display each week.

兒童展出教室或家中做的作業，展覽命名為「我為... ...感到自豪」。每個星期叫兒童貼出自己引以為榮的作業，然後全班兒童每星期討論這個展覽一次。

第二個展覽：每星期選一成績優異或有進步的兒童。把他的名字和他的作業，貼在壁報板上。沒有作業的話，也寫幾句話，指出他的成就。發一封家長信，表揚這個兒童。在此一學年內，應把班上每名兒童至少表揚一次。

3. 討論兒童如何能在家裏和學校的工作中，獲得成就和滿足感：

- a 你着手一件工作後，想不想把它做完？為甚麼想或為甚麼不想？
- b 工作時你是否盡力而為？為甚麼盡力或為甚麼不盡力？
- c 問題發生時你怎樣應付？
- d 工作完成後你覺得怎樣？為甚麼？
- e 要想把事情做得好，你該做甚麼呢？

## 活動五

### 實施目標

兒童應學會：

- 1. 描述成就和滿足感，是人工作的重要動機。
- 2. 說出如在工作上得不到成就，工作者會有甚麼感受。
- 3. 指出有甚麼成就能使工作的家人得到滿足感。
- 4. 解釋工作如何能達成個人成就及滿足的需要。

### 教材

亞美中心 1. 亞美照片教材：

- [ Charlie Arnado , 消防員 ]
  - [ Annie Takata , 園丁 ]
  - [ 陳鳳倫 , 製餅師傅 ]
2. 習作紙 [ 感到快樂和自豪 ] ( 第 30-31 頁 )

### 說明

- 1. 出示亞美照片教材的三套照片，讀出每幅照片的說明。

討論各人的成就感，並討論滿足感如何影響各人的工作表現和人生觀。

- 2. 指出雖然大多數人為生存而工作，但從工作中能獲得個人的滿足感及成就感：
  - a 如果消防員沒有把火撲滅，他對自己和對工作會有何感受？為甚麼？
  - b 如果園丁不能使園中的植物欣欣向榮，她對自己的技能和工作會有甚麼感受？為甚麼？

For the second display, select one child every week who has done well or improved in his/her work. Post his/her name on the board and display things s/he has done. If no product is involved, write sentences highlighting his/her accomplishments. Write a note to his/her parents notifying them of his/her good work. Over the course of the year, each child should have been featured in this display.

3. Discuss how the children can gain a sense of accomplishment and satisfaction in work well done in school and at home:
  - a. When you start to work on something do you want to finish it? Why or why not?
  - b. When you are working, do you do the best you can? Why or why not?
  - c. How do you deal with problems that arise?
  - d. How do you feel when your work is done? Why?
  - e. If you want to perform good work, what are some things you have to do?

## ACTIVITY 5

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Describe how feelings of achievement and satisfaction are important reasons for working.
2. State how a worker would feel if s/he failed to achieve in his/her job.
3. Point out accomplishments which give his/her working family members a sense of satisfaction.
4. Explain how work can fulfill one's need for personal achievement and satisfaction.

### Materials

AABC 1. Asian American Study Prints:  
“Charlie Arnado, Firefighter,”  
“Annie Takata, Gardener”  
“Lun F. Chan, Baker”

2. Worksheets, “Feeling Happy and Proud” (30-31)

### Instructions

1. Show the three sets of Asian American Study Prints.  
Read the caption of each picture.

Discuss each person's sense of achievement and how satisfaction affects his/her general outlook and work performance.

2. Point out that while most people work in order to live, it is possible to gain personal satisfaction and a sense of fulfillment from work:
  - a. If the firefighter failed to put out fires, how would he feel about himself and his work? Why?
  - b. If the gardener were unsuccessful in keeping the plants and gardens growing, how would she feel about her skills and work? Why?

## 學習目標三

c 兒童應認識，家人藉工作來滿足社交方面的需要。

- d 反過來說，如果這三個人能把工作做好，他們對自己的技能和工作會有甚麼感受？他們會繼續力求上進嗎？為甚麼？

引導相類似的討論，討論有關兒童家中外出工作的人

：

- a 他做甚麼工作呢？
- b 他工作上的成就怎樣符合他人的需要？
- c 是甚麼使他對自己的工作感到自豪和快樂？
- d 他有沒有因工作而情緒低落？為甚麼？

- 3 分發習作紙「感到快樂和自豪」。指導兒童把有關每個工作人員的句子完成，說出各人對工作感到快樂和自豪的原因。

## 活動六

### 實施目標

兒童應學會：

- 1 按照指示來玩一種分工合作的遊戲。
- 2 表達自己對集體工作及單獨工作的感受。
- 3 比較和對照集體工作和單獨工作的經驗。

### 教材

- 其他 1. 二十公分乘二十二公分的硬卡正方形。

### 說明

1. 教兒童玩「五個方格」遊戲，使他們能覺察，單獨工作和集體工作的分別。

### 五個方格

- 1 做五個二十公分乘二十公分的正方形硬卡。
- 2 剪出如下圖的圖形（每個方形分成三個不同的幾何圖形）。

### **LEARNING OBJECTIVE 3**

The child will recognize that family members fulfill many of their social needs through their work.

- c. If no customers came to patronize the bakery, how might the baker feel about his skill and his work? Why?
- d. On the other hand, if all three people were doing well on their jobs, how would they feel about their skills and their work? Would they keep on trying to do better? Why?

Conduct a similar discussion about those among the children's families who work:

- a. What does s/he do at work?
  - b. How can his/her accomplishment at work serve the needs of other people?
  - c. What makes him/her feel proud and happy in his/her work?
  - d. Has s/he ever been depressed about his/her work? Why?
3. Distribute the worksheets, "Feeling Happy and Proud." Instruct the children to complete the sentences for each worker, citing reasons why or occasions when s/he feels proud and happy at work.

### **PERFORMANCE OBJECTIVES**

The child will be able to:

- 1. Play a cooperation game according to directions.
- 2. Express his/her feelings about working in a group and working alone.
- 3. Compare and contrast working alone and working in a group.

#### **Materials**

Other 1. 20-cm square tagboard

#### **Instructions**

- 1. Teach the children how to play Five Squares so that they can appreciate the difference between working alone and working in a group.

### **FIVE SQUARES**

- 1. Make five 20-cm squares out of tagboard.
- 2. Cut out the shapes shown below (each square consists of three geometric figures).

6 每組分發一套五個信封，故組內每名兒童應分得整套中的一個信封，那兩個單獨的兒童，各得一套特製的四方形。

7 遊戲的目標，是要在最短的時間內，拼成五個大小完全相同的正方形。時限定為十分鐘，最先拼成的那組獲勝。

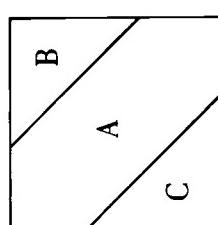
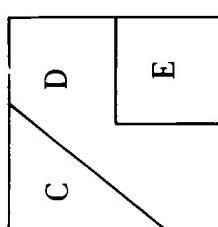
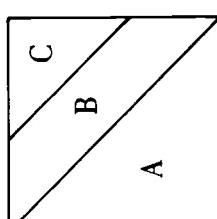
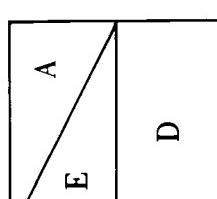
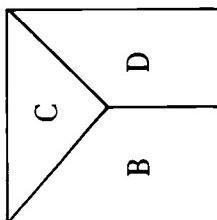
有些小組可能無法在規定的時限內完成，故教師應強調，拼圖的完成並不重要，最重要的還是彼此間交往之經驗。

2 分工遊戲完畢後，與參加集體工作的兒童討論遊戲的經驗：

- a 你在組內工作時有何感受？
- b 你的同組怎樣幫你的忙？你又怎樣幫他們？
- c 你對這一組有何感想？小組對你又怎樣？你們之間的認識是否加深了？
- d 你歡喜集體工作還是單獨工作？

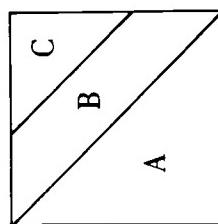
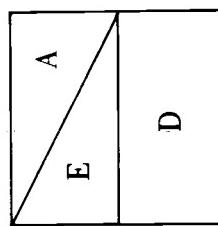
也與單獨工作的兒童討論遊戲的經驗：  
a 你單獨工作時有何感受？  
b 在遇到困難時，想不想有人來幫你？爲甚麼想或爲甚麼不想？  
c 你認爲如果和一組人合作，會不會做得更好？爲甚麼會或爲甚麼不會？  
d 你寧願集體工作，還是單獨工作？

將集體工作兒童和單獨工作兒童的答案，分開列寫在黑板上。比較和對照單獨工作和集體工作之經驗，使兒童明瞭工作社會性的重要。討論他們家長的工作性質，是着重在團體的還是着重在個人的。



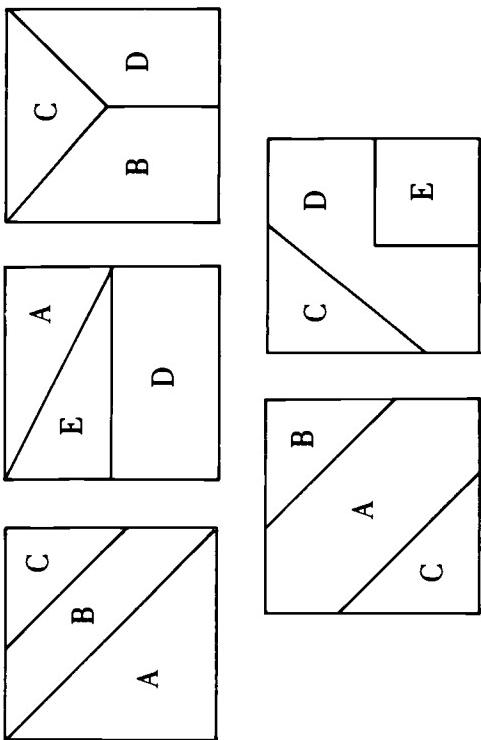
3 把所有標記爲A的紙片放在一個信封裏，標記爲B的放在另一個信封裏，餘類推。五個信封裏的全部圖形可拼成五個相等的正方形，但是任何一個信封裏的圖形，都不能拼成一個完整的正方形。  
重複1至3的步驟，直至五個信封一套的材料夠全班使用爲止。

4 預備兩套特別的正方形（如下圖），叫兩名兒童分開來做。把每個方形的紙片都放在一個信封裏。

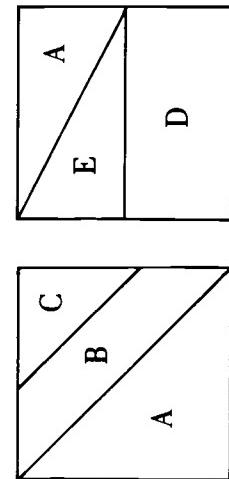


5 把全班學生分成五人一組，每組圍着一張桌子坐。選出二人單獨地玩遊戲，叫他們另坐一桌。

6. Take the sets of five envelopes and give one set to each group. Each child in a group should then receive one of the envelopes in a set. Hand out the special sets to the two individual children.
7. The object of the game is to complete the construction of five squares of identical size in the shortest possible time. Set a maximum time limit of 10 minutes. The first group to complete the task wins.
- Some groups may not be able to finish the task within the time limit. However, it is the social interaction rather than the completion of the task that needs to be emphasized.
2. Afterwards, discuss the game with the children who worked in groups:
- How did it feel working in a group?
  - How did your group help you? How did you help your group?
  - How did you feel about your group? How did your group feel about you? Did you get to know each other better?
  - Do you prefer to work in a group or alone?
- Discuss it also with the two children who worked alone:
- How did it feel working alone?
  - When you came across any problems, did you wish you had somebody to work with? Why or why not?
  - Do you think you would have done better working with a group? Why or why not?
  - Do you prefer to work in a group or individually?
- Write the responses of the children who worked in groups and those who worked alone on opposite sides of the board. Help the children realize the importance of the social aspect of work by comparing and contrasting working alone and working in a group. Discuss whether their parents have jobs that are group-oriented or individual-oriented.



3. Place all the pieces marked "A" in an envelope; place all the pieces marked "B", in an envelope, etc. The set of five envelopes contains all the pieces necessary to make five identical squares; however, no one envelope contains the pieces necessary to make one complete square. Repeat steps 1 through 3 until you have enough sets of five envelopes each for your class.
4. Prepare two special squares as shown for two children who will work alone. Place the pieces of each square in an envelope.



5. Divide the class into groups of five. Choose two children to work on the game individually. Seat the two children at a separate table. Each group of five should sit at its own table.

**1C6**

**1G7**

## 活動七

### 實施目標

兒童應學會：

1. 描述某故事中工作人員，在工作時和工餘時的活動。
2. 描述自己家人和他們的同事，在工作時及工餘時一起做的活動。
3. 說出人們許多特別的需要乃藉工作而獲得。

### 教材

1. 故事書 L 陳先生的雜貨店 1 。

2. 亞美照片教材：

L Charlie Arnado , 消防員 1

L Annie Takata , 圖丁 1

### 說明

1. 叫兒童讀 L 陳先生的雜貨店 1 一至四頁。討論同事間工作時和工餘時的社交關係：

- a Bo On 是誰呢？他是陳先生的甚麼人？他們在店裏一起做甚麼？他們在店裏怎樣互相幫忙？店裏還有哪些同事？
- b 為甚麼 Bo On 請陳先生一家人參加他的慶祝會？為甚麼他對陳先生表示十分感激呢？Bo On 怎樣對待陳先生呢？
- c 下星期日陳先生會不會參加 Bo On 的慶祝會呢？Bo On 大概還會請誰參加呢？

總結本項討論時，指出同事往往也是朋友，在工作時和工餘時都會一起活動，就像陳先生和他的店員一樣。

2. 展出照片教材 L Charlie Arnado , 消防員 1 圖四，討論同事如何在工作時交往：

- a 這些人是誰？在這些消防員中你認得誰？
- b 他們做甚麼？他們在哪裏？
- c 他們是在工作還是在休息？你怎麼知道？
- d 你認為這些消防員愛小息喝咖啡嗎？你怎麼知道？
- e 你認為這些消防員都是朋友嗎？你怎麼知道？他們怎樣在工作上互相幫忙？

3. 展出照片教材 L Annie Takata , 圖丁 1 圖八。討論同事們如何從事業餘活動：

- a 這些人是誰？他們中你認得誰呢？她的職業是甚麼？
- b 他們吃晚飯時會討論甚麼？在俱樂部的人做些甚麼呢？這些人做甚麼呢？他們是否在工作？你怎麼知道？
- c 他們的晚飯是不是吃得很開心呢？他們是否在工作？你怎麼知道？

4. 討論兒童家中外出工作的人，如何藉工作參加社交活動：

- a 你認不認識家人的同事？你是怎樣認識他們的？
- b 他們彼此是不是朋友？你怎麼知道？
- c 你家出外做事的人，有沒有和同事參加社交活動，像消防員、圖丁、和陳先生的店員一樣？
- d 如果你的父母在工作地方沒有朋友，會感到怎樣？為甚麼工作的時候需要有朋友？

輔助兒童下總結論：工作者是藉着工作來滿足他們的社交需要。

## ACTIVITY 7

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Describe what workers in a storybook do together on and off the job.
2. Describe what those who work in his/her family do with their coworkers on and off the job.
3. State that many special needs are met through work.

#### Materials

1. Storybook, "Mr. Chan's Grocery Store"
2. Asian American Study Prints:  
"Charlie Arnado, Firefighter"  
"Annie Takata, Gardener"

#### Instructions

1. Have the children read the storybook, "Mr. Chan's Grocery Store." Discuss the social relationships among coworkers on and off the job:
  - a. Who is Bo On? What is his relationship with Mr. Chan? What do they do together in the store? How do they help one another in the store? Who are the other workers in the store?
  - b. Why did Bo On invite Mr. Chan and his family to his party? Why was he so grateful to Mr. Chan? How does Bo On regard Mr. Chan?
  - c. Will Mr. Chan attend Bo On's party next Sunday? Who else will Bo On probably invite?Conclude the discussion by stating that coworkers are often friends as well and that they do things together on and off the job, as Mr. Chan and his workers do.

2. Display the fourth study print in "Charlie Arnado, Firefighter." Discuss how coworkers interact socially on the job:
  - a. Who are these people? Which one of these firefighters do you recognize?
  - b. What are they doing? Where are they?
  - c. Are they on or off the job? How can you tell?
  - d. Do you think the firefighters enjoy their coffee break? How can you tell?
  - e. Do you think the firefighters are friends? How can you tell? How will they help each other on the job?

3. Display the eighth study print in "Annie Takata, Gardener." Discuss how coworkers engage in different activities off the job:
  - a. Who are these people? Which one do you recognize?
  - b. What is her job?
  - c. What might they be talking about during the dinner? What do people do in the club? What are they doing? Are they working or not? How can you tell?
  - d. Are they enjoying the dinner? How can you tell?
4. Discuss how those who work in the children's families socialize through their jobs:
  - a. Do you know any of your parents' coworkers? How did you get to know them?
  - b. Are they friends? How do you know?
  - c. Like the firefighter, the gardener, and Mr. Chan's workers, do those who work in your family engage in social activities with coworkers?
  - d. If your parents did not have friends at work, how would they feel? Why do people need to have friends at work? Help the children conclude that workers fulfill many of their social needs through their work.

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## 活動八

### 實施目標

#### 兒童應學會：

1. 舉出故事書中工作者和公眾交往的例子。
2. 描述人們在兩種職業上如何和公眾交往。
3. 說出被店員或僱客無禮對待時的感受。
4. 制定一些店員和僱客應該如何以禮相待的規則。

#### 教材

亞美中心

1. 「陳先生的雜貨店」。

2. 習作紙「他們正在說甚麼？」

(第 32 頁)

#### 說明

1. 分發習作紙「他們正在說甚麼？」，叫兒童推測在圖示情況下，每人都會和別人說些甚麼。事前不要討論這問題，一俟習作做完即行收回。這是一項「初試」，旨在找出兒童對工作者和公眾交流的看法。
2. 叫兒童溫習故事「陳先生的雜貨店」。討論陳先生雜貨店裏的工人如何與公眾交往：
  - a. 到陳先生店裏來的人是誰？
  - b. 顧客在陳先生的店裏做甚麼？陳先生的朋友在他店裏做甚麼？
  - c. 甚麼事使顧客和朋友覺得他們受到歡迎？
  - d. 若你到陳先生的店去，他會給你甚麼？你對陳先生這個老板的感覺怎麼樣？你願意在他店買東西嗎？為甚麼願意或為甚麼不願意？你見過像陳

先生這樣的老板沒有？

- e. 如果陳先生是一個冷淡的人，那會怎樣？他怎樣與顧客們交往呢？你見過尖酸冷漠的老板沒有？你會不會到他店裏去買東西？

3. 叫兒童制定一些工作者和顧客如何以禮相待的規則。將他們的建議列在黑板上。
4. 叫兒童再做習作紙「他們正在說甚麼？」一次，這是「複試」。

2003

## ACTIVITY 8

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Cite examples in a storybook of worker interaction with the public.
2. Describe how workers in two occupations interact with the public.
3. Express how it feels to be treated rudely by a clerk or by a customer.
4. Formulate rules on how clerks and customers should treat each other.

- e. What if Mr. Chan were a very cold person? How would he interact with the people who came to his store? Have you ever met any store owners who were mean and cold? Would you want to shop in their store?
3. Have the children formulate some rules on how workers and customers should treat each other.  
List their suggestions on the board.
4. As a posttest, have the children do the worksheet, "What Are They Saying?" again.

### Materials

- AABC 1. Storybook, "Mr. Chan's Grocery Store"  
2. Worksheet, "What Are They Saying?" (32)

### Instructions

1. Distribute the worksheet, "What Are They Saying?" Instruct the children to predict what one person will say to the other in the situation illustrated. Do not discuss the worksheet beforehand. Collect the worksheets when completed. This is a pretest to find out how children perceive the interaction between workers and the public.
2. Review the storybook, "Mr. Chan's Grocery Store." Discuss how workers interact with the public in Mr. Chan's grocery store:
  - a. Who came to Mr. Chan's store?
  - b. What do the customers do at Mr. Chan's store? What do Mr. Chan's friends do there?
  - c. What makes customers and friends feel that they are welcome at the store?
  - d. If you went to Mr. Chan's store, what would he give you? What do you think of Mr. Chan as a store owner? Would you want to shop in his store? Why or why not? Have you ever met any store owners like Mr. Chan?

## 學習目標四

兒童應認識，職業的選擇會受到性別歧視的影響。

3. Pomerantz, Charlotte. *The Princess and the Admiral*. Reading, MA: Addison Wesley, 1974.
4. Stamm, Claus, adapt. *Three Strong Women: A Japanese Folktale*. New York: Viking Seafaring Books, 1962.
5. The Clearinghouse on Women's Studies, P.O. Box 334, Old Westbury, NY 11568.
6. Women's Studies, Berkeley Unified School District, 1720 Oregon St., Berkeley, CA 94704.

## 活動九

### 實施目標

#### 說明

- 兒童應學會：
1. 說出傳統上三種男性職業和三種女性職業。
  2. 給定型下一詞下定義，並舉出性別定型的實例。
  3. 推測從事由異性佔多數的職業時的感受。
  4. 解釋性別定型對職業選擇的影響。

#### 教材

亞美中心 1. 習作紙上男人能做這些事嗎？

( 第 33 頁 )

2. 習作紙上女人能做這些事嗎？

( 第 34 頁 )

3. 亞美照片教材

1. 兩個不同形狀的切餅模型。
2. 十五公分乘五公分的字卡十二張。
3. 兩種顏色的手工紙。
4. 雜誌，每兩個兒童一本。

#### 教師參考資料

1. Pellet, Elizabeth A.; Osen, Deborah K. and May, Marguerite P. *A Man Is... Walnut Creek, CA: Aardvark Media, 1974.*
2. *A Woman Is... Walnut Creek, CA: Aardvark Media, 1974.*

1. 開始這項活動時，叫兒童做習作紙上男人能做這些事嗎？和女人能做這些事嗎？上的習作。這兩份習作紙應用來初試和複試，以探測教完這課書後，兒童態度的轉變。
2. 討論何謂職業上的性別定型。指出幾樣需要，然後叫兒童說出相對的職業，又問他們，這些職業通常是由男性還是女性擔任的。將回答列在黑板上：

需要	職業	業	在職最多的性別
保健	醫生	護士	男女
交通	司機	飛機駕駛員	男
衣服	裁縫	車衣工人	男女
消防	消防員		男

叫兒童指出，上列職業所需的資格，並問男女是否都能具有這些資格。

## **LEARNING OBJECTIVE 4**

The child will recognize that occupational choices may be affected by sex discrimination.

### **ACTIVITY 9**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name three occupations traditionally filled by men and three occupations traditionally filled by women.
2. Define *stereotype* and cite examples of sex stereotyping.
3. Speculate about members of one sex working in occupations dominated by the other sex.
4. Explain the effects of sex stereotyping on career choices.

#### **Materials**

AABC 1. Worksheet, "Can A Man Do These Things?"  
(33)

2. Worksheet, "Can A Woman Do These Things?"  
(34)

3. Asian American Study Prints

- Other
1. Two cookie cutters, different shapes.
  2. Twelve 15 cm x 5 cm word cards
  3. Construction paper in two colors
  4. Magazines, one copy for each pair of students

#### **For teacher reference**

1. Pellet, Elizabeth A.; Osen, Deborah K. and May, Marguerite P. *A Man Is . . . Walnut Creek*, CA: Aardvark Media, 1974.
2. *A Woman Is . . . Walnut Creek*, CA: Aardvark Media, 1974.
3. Pomerantz, Charlotte. *The Princess and the Admiral*. Reading, MA: Addison Wesley, 1974.

4. Stamm, Claus, adapt. *Three Strong Women: A Japanese Folktale*. New York: Viking Seafaring Books, 1962.
5. The Clearinghouse on Women's Studies, P.O. Box 334, Old Westbury, NY 11568.
6. Women's Studies, Berkeley Unified School District, 1720 Oregon St., Berkeley, CA 94704.

#### **Instructions**

1. Start the activity by having the children do the work-sheets, "Can a Man Do These Things?" and "Can a Woman Do These Things?" These worksheets should be used as pre- and posttests to detect changes in attitudes brought about by the activity.
2. Discuss occupational sex stereotyping. Name several needs and have the children name corresponding occupations. Ask them whether males or females usually fill the jobs. List their responses on the board:

Need	Occupation	Predominant Sex of Those in Occupation
health care	doctor nurse	male female
transportation	bus driver pilot	male male
clothing	tailor seamstress	male female
fire prevention	fire fighters	male
law enforcement	police officers	male

Ask the children what qualifications are needed in each of the occupations listed, and whether both men and women could meet such qualifications.

3. 指出許多職業的英文名稱（例如 *fireman, policeman, mailman*）是性別定型的表示。你也可指出此種性別定型，在其他的語言裏也有。例如中文字：「好」是一個「女」加上一個孩「子」。「嫉」是一個「女」加上病症「疾」。

4. 展示和討論亞美照片教材，問兒童有那些通常由男性擔任的職業，在圖片裏是由女性擔任了。叫兒童推想，每項職業若由異性去做，會勝任愉快嗎？兒童應下結論說，很多由某種性別控制的職業，若讓異性來做，也一樣可以勝任。

5. 加深兒童對性別定型的認識，強調它如何會影響他們的看法和目標。  
使用兩個切餅模型和兩種顏色手工紙，剪出每款十二個圖形。叫兒童指定哪種顏色，哪種模型，代表男孩子，而另一款則代表女孩子。  
在十二張字卡上分別寫上強壯、勇敢、矮小、高大、家務、棒球、娃娃、漂亮、精明、害羞、仁慈、清潔。叫兒童將字卡的意義一張張與男孩子、女孩子或女孩子聯繫在一起。將適當的圖形貼在字卡上。把所有的字卡都分類後，討論用這些字來配合某一性別是否正確。

6. 指出大家都受性別定型的影響，因為這是美國和其他國家的社會和文化價值一部分。教師應鼓勵兒童對性別定型的正確程度，提出質疑。

- 叫兒童指出，他們認為只有男孩或女孩應該參與的活動。討論他們為何提出這些活動，指出任何一種性別，都能參與大多數的活動，並強調若某一活動只有男性或女性才能去做，那正是性別定型的一種表現。問兒童，性別定型是否幫助他們對別人更為了解。

7. 全班做一項雜誌調查，叫兒童找出可作性別定型例子的圖片或廣告（例如利用女性推銷家庭清潔用品）。  
討論廣告如何影響我們的想法。
8. 叫兒童再做習作紙「男人能做這些事嗎？」及「女人能做這些事嗎？」上的習作。這是「複試」。

3. Point out to the children that English terms for many jobs (such as *fireman*, *policeman*, *mailman*) are an indication of sex stereotyping. You may also want to point out that similar indications can be found in other languages. In Chinese, for example, good ( 好 ) is a *woman* ( 女 ) with a *child* ( 子 ), and *jealousy* ( 嫉 ) is a *woman* ( 女 ) and *sickness* ( 疾 ).
4. Display and discuss the Asian American Study Prints. Ask the children which jobs usually done by men are depicted in the study prints as being done by women. Have the children speculate on how well each job might be done by a person of the opposite sex.
- The children should conclude that many occupations dominated by one sex can be filled effectively by the other sex as well.
5. Further develop the children's awareness of sex stereotyping and how it affects their perceptions and goals. Using the two cookie cutters and construction paper in two colors, cut out a dozen identical shapes from each cookie cutter. Ask the children to designate one shape and color as representative of boys, the other shape and color as representative of girls. Write the words *strong*, *brave*, *little*, *tall*, *housework*, *baseball*, *doll*, *pretty*, *smart*, *shy*, *kind*, *clean* on the word cards, one word to a card. Ask the children to associate each with girls or boys or both. Tape the appropriate shape on the words based on how the children associate each word.
- After all the words have been classified, discuss how valid it is to associate certain words with a certain sex.
6. Point out that everyone is affected by sex stereotyping, since it is part of the social and cultural values of the U.S. and many other countries. The children should be encouraged to question the validity of sex stereotypes.

- Have the children name activities that they think should be engaged in exclusively by girls or boys. Discuss why they suggest each activity for one sex or the other. Point out that members of either sex are perfectly capable of engaging in most activities and that assuming that a certain activity should be done only by one sex and not the other is a form of sex stereotyping. Ask the children if stereotyping helps them understand others better.
7. Do a class survey of magazines. Have the children look for pictures or ads which exemplify sex stereotyping (for example, women used to advertise housecleaning agents). Discuss how advertising influences what we think.
8. Have the children to the worksheets, "Can a Man Do These Things?" and "Can a Woman Do These Things?" again as a posttest.

## 活動十

### 實施目標

兒童應學會：

1. 扮演不按性別界限求職及錄用之過程。
2. 解釋職業的目標如何受到性別定型的影響。

### 教材

其他 1. 教師自製習作紙 [ 求職申請表 ] 。

### 說明

1. 溫習 [ 定型 ] 一詞和男女性別定型。

叫兒童假設將要建造一間太空船廠，請他們說出工廠所需的工作人員，例如太空船試航員、工程師、設計師、機械師、秘書、警衛等。簡略地描述每種職務。預備一份求職申請表（見後），複印後分發全班。給每個兒童指定一個識別號碼，使在填表時，能將自己的性別隱瞞。

2. 表格填好後，根據所填資料，由全班決定錄用與否。
- 揭示被錄取者的真實姓名，數出每種職位中男生和女生的數目。指出僱人應按照能力和興趣，而非性別。叫兒童說出受聘後的思想，特別是那些受聘擔任傳統上只有異性才可做的職位。

與兒童討論，他們為何要申請那些職位。輔助他們發現，自己是否也犯了性別定型的毛病。

3. 問兒童，他們的父母是否會因職業上性別定型，而遭受打擊。又問他們，要怎樣做才能避免類似的挫折。再問每一兒童，長大後要做甚麼？以及為甚麼要從事那項職業？

— 請表格 —	年      月      日
識別號碼 _____	我希望在太空船工廠擔任：( 職位名 ) _____
我的專長和技能：	_____

## ACTIVITY 10

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Role play applying for jobs and selecting applicants without using sex as a basis for either.
2. Explain how career goals can be affected by sex stereotyping.

#### Materials

Other 1. Teacher-made worksheets, "Application Forms"

#### Instructions

1. Review stereotype and sex stereotypes.

Make believe with the children that they are going to start a starship factory. Have the children name the workers needed for such a factory, such as test pilots, engineers, designers, mechanics, secretaries, security guards, and so on. Briefly describe each job.

Prepare a job application form (as shown) and reproduce enough for the entire class. Assign an identification number to each child in order to conceal his/her sex when filling out the job application.

2. After all the applications are completed, the children will decide together which applicants will be hired for what positions, based on the information given on the job application. Reveal the names of those who got jobs. Count the number of girls and boys in each job. Point out that people should be given jobs based on abilities and interest rather than on sex. Ask the children how they feel about the jobs they got, especially when those jobs are traditionally reserved for the opposite sex.  
Discuss with the children why they applied for the positions they did, and help them discover whether or not they are stereotyping themselves.
3. Ask the children if their parents have been frustrated in their careers by sex stereotyping, and how they can avoid being similarly frustrated. Ask each child what s/he wants to be when s/he grows up, and why.

Application Form	
My ID number is _____	Date _____
I would like to be a _____ (job title)	in
the starship factory.	
I can _____	_____

## 單元三： 種族羣體

概念要旨一  
種族羣體由家庭及其他具有共同的本國背景的人所組成。

概念要旨二  
種族羣體是由具有共同的美國歷史背景的家庭及其他人所組成。

概念要旨三  
種族羣體的成員具有共同的文化背景。

概念要旨四  
種族羣體雖各不相同，却具有某些共同的特徵。

## **UNIT III: ETHNIC GROUP**

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### **CONCEPTUAL STATEMENT I**

Ethnic groups consist of families and other people who have a common history in the native country.

### **CONCEPTUAL STATEMENT II**

Ethnic groups consist of families and other people who have a common history in the United States.

### **CONCEPTUAL STATEMENT III**

The members of an ethnic group share a cultural background.

### **CONCEPTUAL STATEMENT IV**

While ethnic groups differ, they also share certain characteristics.

**概念要旨一**

種族羣體由家庭及其他具有共同的本國背景的人所組成。

**預備活動**

**學習目標一**

兒童應認識，華裔美國人具有共同的中國歷史背景。

活動一至五

**學習目標二**

兒童應認識，日裔美國人具有共同的日本歷史背景。

活動六至八

**學習目標三**

兒童應認識，菲裔美國人具有共同的菲律賓歷史背景。

活動九至十三

## **CONCEPTUAL STATEMENT I**

Ethnic groups consist of families and other people who have a common history in the native country.

### **PREPARATORY ACTIVITY**

#### **LEARNING OBJECTIVE 1**

The child will recognize that Chinese Americans have a common history in China.

Activities 1 - 5

#### **LEARNING OBJECTIVE 2**

The child will recognize that Japanese Americans have a common history in Japan.

Activities 6 - 8

#### **LEARNING OBJECTIVE 3**

The child will recognize that Filipino Americans have a common history in the Philippines.

Activities 9 - 13

## 預備活動

### 實施目標

兒童應學會：

1. 指出自己的種族背景及祖國。
2. 指出至少三個其他的種族羣體及其祖國。
3. 得出結論說，同一種族羣體的成員，具有共同的祖先歷史背景。

### 教材

- 其他
1. 大型世界地圖。
  2. 大頭針、繩子、及大張圖表紙。

### 教師準備工作

做這項活動前兩天，通知家長，並請他們協助，指出自己家庭的祖國在那裏。每個兒童必須帶一張寫上自己的名字和祖國的卡片或紙條回校。照此資料製作學生名牌，供上課時用。

### 說明

1. 討論你這一班是由哪些種族兒童組成，並指出每個兒童的原來國籍。  
在世界地圖上，把每個兒童的原來國家用繩子與他現住的美國城市連接起來，在每根繩子上標出學生的名字。每個國家宜用不同顏色的繩子，以便於識別。根據地圖上的資料，概括說出，除美洲土人和黑人外，所有美國人都是移民，進而概括的說，同一種族羣體的人，來自同一祖國，分享同一歷史。

2.

- 在圖表上列出美國一切種族羣體，教師應很小心，說西班牙語的兒童不一定來自同一祖國。美國黑人的祖先，只可追溯到非洲大陸去。向兒童提出，奴隸制與移民不同，因此不應把美國黑人歸入移民類。

### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify his/her ethnic background and native country.
2. Identify at least three other ethnic groups and their native countries.
3. Conclude that members of the same ethnic group have a common history in the native country.

#### **Materials**

- Other 1. Large world map  
2. Pins, strings, large chart paper

#### **For teacher preparation**

At least two days before doing this activity in class, send a note to inform parents of the project and to ask their assistance in identifying the family's native country. Each child should bring to school a card or slip of paper with his/her name and native country written on it. Prepare similar name tags for classroom use.

#### **Instructions**

1. Discuss the ethnic composition of your class and identify the different countries of origin represented by the children.

On a large world map, connect strings from the native countries of the children to the U.S. city where they now live. Tape small pieces of paper with the names of the children on each string. Use different color strings for each country for easy identification.

By referring to the map, generalize that Americans, except for Native Americans and Black Americans, are all immigrants. Further generalize that members of one ethnic group share an ancestral country and history.

2. On a chart, list the ethnic groups found in the U.S. Have the children match them to countries of origin. Be sensitive to the fact that Spanish-speaking children do not all share the same country of ancestry. Black Americans may be able to trace their ancestry only to the continent of origin. Note that slavery is different from immigration; therefore, do not categorize Black Americans as immigrants.

## 學習目標一

兒童應認識，華裔美國人具有共同的中國歷史背景。

### 活動一

#### 實施目標

兒童學會：

1. 指出中國是華裔美國人的祖國。
2. 說出中國的地理特徵。
3. 把中國的面積及人口密度與其他國家的作比較和對照。
4. 想像自己生長在中國，寫一篇有關中國的文章，並繪圖介紹它。

#### 教材

亞美中心 1 教學圖片 L 中國歷史大事 1 ( 第 35-39 頁 ) 。

2 教學圖片 L 中國與其他國家 1 ( 第 40 頁 ) 。

習作紙 L 中國地圖 1 。( 第 41 頁 )

- |    |         |                                   |
|----|---------|-----------------------------------|
| 其他 | 1. 中國掛圖 | 1. 中國風景片或幻燈片，其中應包括中國大陸、香港、及台灣的照片。 |
|    | 2.      |                                   |

#### 教師參考資料

1. Chen Chih-Ping and Chen Shih-Fu. *Chinese History*. Taipei: China Publishing Co., 1975.

2. *China: The Land and the People*. Taipei: China Publishing Co., 1974.
3. Mao Tse-Tung. *Mao Tse-Tung Poems*. Beijing: Foreign Language Press, 1976.
4. Schurmann, Herbert Franz and Orville Schell. *The China Readers: Imperial China, Republican China, Communist China*. New York: Vintage Books, 1967.

#### 學生參考資料

1. *China*. New York: Danbury Press, Starting Point Library, 1973.
2. Gray, Noel. *Looking at China*. New York: J.P. Lippincott, 1974.
3. Pine, Tillie S. and Joseph Levine. *The Chinese Knew*. New York: McGraw-Hill, 1958.

#### 說明

1. 複印並分發教學圖片 L 中國歷史大事 1 。高聲把課文唸出。
2. 叫兒童看中國掛圖。研究中國的面積、鄰國、河流、山脈、及主要城市。
3. 複印並分發教學圖片 L 中國與其他國家 1 。這套圖片包括蓋在別的國家地圖上的中國圖片，及顯示人口密度的方格。叫兒童研究地圖，並決定中國是否大於或小於美國、法國、肯亞、巴西、和印尼。地圖上也提供有關每國人口的資料。叫兒童將中國的人口密度，與其他國家的作比較，並解釋人口密度的意義。
4. 出示中國各種不同地區和名勝的圖片或幻燈片。在地圖上指出每個地方的位置，若是可能，放映一套有關

## LEARNING OBJECTIVE 1

The child will recognize that Chinese Americans have a common history in China.

### ACTIVITY 1

#### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify China as the ancestral home of Chinese Americans.
2. Identify geographic features of China.
3. Compare and contrast the size and population density of China with that of other countries.
4. Write about and draw a picture of China as if s/he lived there.

#### Materials

- AABC 1. Teaching pictures, "Highlights of Chinese History" (35-39)  
2. Teaching pictures, "China and Other Countries" (40)  
3. Worksheet, "Map of China" (41)
- Other 1. Wall map of China  
2. Pictures or slides of Chinese scenes, including places in China, Hong Kong, and Taiwan

#### For teacher reference

1. Chen Chih-Ping and Chen Shih-Fu. *Chinese History*. Taipei: China Publishing Co., 1975.
2. *China: The Land and the People*. Taipei: China Publishing Co., 1974.
3. Mao Tse-Tung. *Mao Tse-Tung Poems*. Beijing: Foreign Language Press, 1976.

4. Schurmann, Herbert Franz and Orville Schell. *The China Readers: Imperial China, Republican China, Communist China*. New York: Vintage Books, 1967.

#### For student reference

1. *China*. New York: Danbury Press, Starting Point Library, 1973.
2. Gray, Noel. *Looking at China*. New York: J.P. Lippincott, 1974.
3. Pine, Tillie S. and Joseph Levine. *The Chinese Knew*. New York: McGraw-Hill, 1958.

#### Instructions

1. Reproduce and distribute the teaching pictures, "Highlights of Chinese History." Read the text aloud.
  2. Ask the children to examine a wall map of China. Explore and discuss its size, neighbors, rivers, mountains, and major cities.
  3. Reproduce and distribute the teaching pictures, "China and Other Countries." This set contains maps of China overlaid on maps of other countries and boxes showing population density. Have the children examine the maps and determine whether China is larger or smaller than the United States, France, Kenya, Brazil, and Indonesia. Have the children compare the population density of China with that of the other countries. Explain the significance of population density.
  4. Show pictures or slides of different regions and famous places in China. Point out the location of each place on the map. If possible, show a film about China.
- Extend the children's imagination by asking them to imagine what they might be doing if they lived in China. Have them share their thoughts by writing a short paragraph to accompany a picture of their imagined activity.

## 中國的電影。

## 活動二

- 爲了擴大兒童的想像力，叫他們假想自己若住在中國，現在會做甚麼？叫他們把想像的活動畫出，並在圖邊加上說明。
- 5.複印並分發習作紙「中國地圖」。叫兒童將有號數的黑點連接，以完成中國地圖的輪廓。然後叫兒童標出黃河、北京、及其他重要地理特徵，例如廣東省。因爲有許多中國人從這裏離鄉背井，遷移到美國及其他地方去。

### 實施目標

#### 兒童應學會：

1. 解釋「中國」二字的意思。
2. 紿一個虛擬的國家命名。

#### 教材

- 其他 1. 用指塗的水彩顏料及紙張。

#### 說明

1. 把「中國」二字寫在黑板上。  
叫兒童試從筆劃的位置，闡釋這兩個字的意思。在長方形的中間，一筆直落：「中國」，表示「正中」或「中央」，也象徵中國是世界的中心。「中國」表示國家的意思。叫兒童練習寫「中國」字。
2. 把「中國」的字義與 *United States* 的字義比較。許多國家都有類似的象徵性名字。叫兒童以手指繪畫，繪出虛擬國家的地圖，並給它們取些有意義的名字。叫兒童彼此傳閱自己的作品，並解釋那些虛擬國家的名字。

5. Reproduce and distribute the worksheet, "Map of China." Have the children complete the outline of China by connecting the numbered dots. Then have the children label the Yellow River, Beijing, and other major features, such as Guangdong province, from which many Chinese immigrated to the United States and other places.

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Explain the meaning of the Chinese character 中.
2. Give a name to an imaginary country.

#### Materials

- Other 1. Fingerpaint and paper

#### Instructions

1. Write the Chinese characters for "China" (*Zhong Guo*) on the chalkboard.

Have the children determine the meaning of the character by interpreting the positions of the stroke. The vertical stroke cuts through the rectangle right in the middle. 中 means "middle" or "central," symbolizing the idea that China is the center of the world. 國 means "country." Have the children practice writing the character on their own.

2. Compare the meaning of 中 with the meaning of *United States*. Many countries have names which are similarly symbolic. Have the children fingerpaint pictures of imaginary countries and give them names with meanings. Have the children share their work and explain the names of their imaginary countries.

### 活動三

#### 實施目標

兒童應學會：

1. 指出為何萬里長城是舉世馳名的重要建築物。
2. 紿「朝代」一詞下定義。
3. 在美國地圖上，描繪一條相等於萬里長城長度的線。

#### 教材

亞美中心 1. 教學圖片「中國歷史大事」（第 35-39 頁）

2. 手工紙「萬里長城」（第 42-45 頁）

其他 1. 世界掛圖。

2. 膠水、剪刀、標籤板。

3. 三吋乘五吋卡片，每個兒童四張。

4. 美國地圖。

#### 說明

1. 叫兒童唸教學圖片「中國歷史大事」上描述萬里長城的文字，然後在世界地圖上找出長城的位置。

說明「朝代」是由一家或一族統治國家的時期。

2. 描述秦朝的其他豐功偉績，例如統一文字，使度量衡標準化。總結說，古代的成就往往能保持長遠的影響，歷久不衰。指出中國是世界上少有的一個歷史延綿不絕的國家。

3. 分發「萬里長城」手工材料。這手工的構想是要全班

共同來做的：一半人做城樓，另一半做城牆；城樓城牆二者合併，就成為一座很長的「萬里長城」。

4. 為強調長城的長度和築城的技巧，告訴兒童，若長城建在美國，它的長度有多大。兒童應在一幅美國地圖上，從你所在的地方引伸一條長達二千四百公里（一千五百英里）的線，看看能到達哪裏。

5. 在黑板上畫一年表：先畫一條長線橫過黑板，分成五段，每段代表一千年。然後把第一段分成十段，每段代表一百年。把長線的末端標明為「現在」，然後倒數四百年，間隔處標明為「美國歷史年代」。又從「現在」的位置，例數四千年，標明「中國歷史年代」。叫兒童計算及評論二者的差別。

6. 分發三吋乘五吋的卡片，每人四張。叫兒童分別寫上「中國」、「萬里長城」、「黃河」及「朝代」，背後則寫上說詞的定義。在本「概念要旨」授課期間，累積此種生字卡，以擴充字彙。

## ACTIVITY 3

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Point out why the Great Wall is one of the most famous and important structures ever built.
2. Define *dynasty*.
3. Trace on a United States map a line representative of the length of the Great Wall.

#### Materials

AABC 1. Teaching pictures, "Highlights of Chinese History" (35-39)

2. Construction material, "Great Wall" (42-45)

Other 1. Wall map of the world

2. Glue, scissors, tag board

3. 3" x 5" cards, four per child

4. United States map

#### Instructions

1. Have the children read the pages describing the Great Wall of China in the teaching pictures, "Highlights of Chinese History" and locate it on a world wall map.

Define *dynasty* as a period of time during which one family or clan governed a country.

2. Describe other great achievements during the Chin Dynasty, including the standardization of written language and units of measurement. Conclude that things achieved in the past often retain their influence for a long time, even to the present. Point out that China is one of the few countries in the world with an unbroken line of history.
3. Pass out the construction material, "Great Wall." This construction project is meant to be a cooperative effort of the whole class. Half of the class can make the watch towers. The other half can build the walls. Combine the walls and watch towers to form a long "great wall."

4. In order to emphasize the length of the Great Wall and the skill exhibited in constructing it, show the children how long it would be had it been built in the U.S. On a United States map, the children should plot a line extending 2400 kilometers (1500 miles) from your locality and discover what is located at the other end.

5. Draw a timeline across the chalkboard and divide it first into five intervals, each representing one thousand years. Then divide the first interval into ten intervals, each marking one hundred years. Mark the end of the line as the present, then go back 400 years and label the interval, "Age of American History." Go back 4000 years and label that interval, "Age of Chinese History." Have the children compute and comment on the difference.
6. Distribute the 3" x 5" cards, four to a child. Ask the children to write the words *China*, *Great Wall*, *Yellow River* and *dynasty*, on the cards, one to a card. On the back, have the children write the correct definitions. Build this vocabulary card collection throughout this conceptual statement.

## 活動四

### 實施目標

兒童應學會：

1. 說出中國四大發明。
2. 描述每項發明的用途。
3. 評估此四項發明對世界的影响。
4. 順利地運用羅盤。
5. 把廢紙再循環。

### 教材

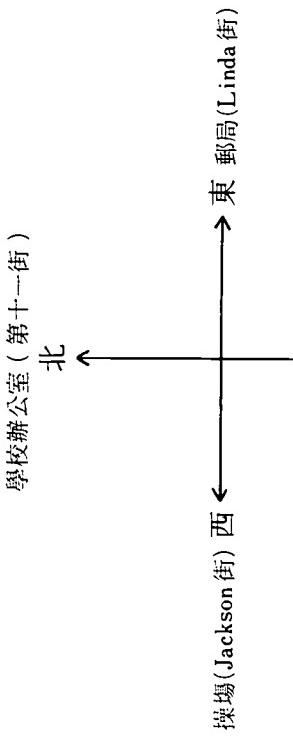
亞美中心 1. 教學圖片「中國歷史大事」。（第 35-39 頁）

其他 1. 羅盤（指南針）、絲綢一小塊、紙張、爆竹。

### 說明

1. 溫習「中國歷史大事」中，描述中國人發明絲綢、火藥、造紙術、及羅盤的那一節。

2. 介紹中國的四大發明，並出示絲綢、紙張、羅盤、及爆竹；也可展出*The Chinese Knew*一書。簡短地討論每項發明的重要性；例如：
  - a. 羅盤是怎樣使用的？它是用來做甚麼的？
  - b. 誰使用羅盤？羅盤是用在甚麼職業上的？
  - c. 如果羅盤沒有發明，將會發生甚麼問題？總結這次討論時，問兒童想發明甚麼來造福人類。
3. 解釋中國人是怎樣發明羅盤的。在夜裏，他們拿起一個有些小孔的圓盤，對着天空觀望。當星光透過圓盤
4. 試做廢紙再循環的實驗。  
中國人發明造紙術是在公元一零五年。他們發現桑樹的內層樹皮可搗碎成纖維，以製作紙張。他們又發現，把破布、麻、和舊魚網搗碎，可做成質地良好的紙張。
- 以下的造紙法不是原來的中國方法，但可灌輸兒童一點概念，知道用手造紙是怎樣的一回事。



## ACTIVITY 4

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify four major Chinese inventions.
2. Describe the usefulness of each of the four inventions.
3. Evaluate the impact of these four inventions on the world.
4. Use a compass successfully.
5. Recycle paper.

#### Materials

AABC 1. Teaching pictures, "Highlights of Chinese History"  
(35-39)

Other 1. Compass, strip of silk, piece of paper, firecracker

#### Instructions

1. Review the section in "Highlights of Chinese History" that describes the invention or discovery of silk, gun powder, paper and the compass.
2. Introduce four major Chinese inventions, and display silk, paper, a compass and firecrackers. You may also want to display the book, *The Chinese Knew*.

Discuss briefly the importance of each invention; for example:

- a. How is the compass used? How does it work?
- b. Who uses a compass? In what occupations is a compass used?
- c. If the compass had not been invented, what problems might have occurred?

Conclude the discussion by asking the children what they would invent to benefit people.

3. Explain how the compass was invented by the Chinese.

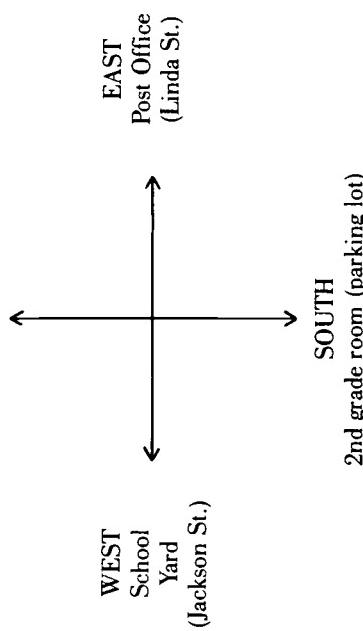
They held a disk with holes in it up toward the sky at night. When the light from certain stars made a circle of light around the disk, they knew they were facing north.

Conduct a short exercise of the use of the compass.

Indicate the four cardinal points on the board. Pass out a few compasses to the class. Form small groups to share them. Ask the children to identify the north side of the classroom. Then post a sign reading *North* on it. Go through the same process to locate the other three sides of the room.

Ask the children to think of places that are north of the classroom. Write those places on the board as shown. Repeat this process with the other three directions.

School Office (11th St.)  
NORTH



Have the children describe the usefulness of the compass.

4. Conduct a paper recycling experiment.

Paper was invented in China in 105 A.D. It was found that the inner bark of the mulberry tree could be broken into fibers and pounded into a sheet. The Chinese also found that good paper could be made by pounding rags, hemp and old fish nets.

The following method of making paper, though not the original Chinese way, may give the children an idea about how paper is made by hand.

## 廢紙再循環

1. 分兒童為五人一組。把十張面巾紙或一張報紙撕成碎片，散放在一個大盒內。
2. 為每組加入兩杯水和一茶匙膠粉。用打蛋器把混合物打成漿狀。
3. 在水盒上覆以紗網。
4. 每人輪流把兩杯紙漿倒在紗網上面。但注意紙漿必須均勻。
5. 把紗網和紙漿放在舊報紙上，上面再多蓋些報紙。
6. 把它們反轉過來（就是紗網在紙漿上面，但二者仍被報紙覆蓋着）。
7. 拿起麪棍在報紙上面滾來滾去，擠出多餘的水份。
8. 小心掀起上層的報紙及紗網。然後慢慢地揭起這張再循環的紙。
9. 把這張紙放在舊報紙上一兩天，讓它風乾。

紙乾後，兒童可用它來畫畫或寫字。例如，他們可寫上次活動中所學的中文字。

## 活動五

### 實施目標

#### 兒童應學會：

1. 說出秦始皇（Qin Shihuang）是中國的一個皇帝。
2. 說出秦始皇幾樣偉績。
3. 用黏土仿做幾種在皇帝陵墓掘出的士兵像或騎兵像。

#### 教材

- 亞美中心 1. 教學圖片「中國歷史大事」（第 35-39 頁）。
- 其他 1. “China's Incredible Find.” *National Geographic*, April 1978.
2. “An Ancient Chinese Army Rises from Underground Sentinel Duty,” *Smithsonian*, November 1974.

3. 手工黏土、各種被發現的古物、及黏土用具。

#### 說明

1. 告訴兒童，秦始皇是中國很有名的皇帝。把「中國歷史大事」中有關他的一節大聲唸出，並討論這位皇帝卓越的成就：  
a. 你認為甚麼要把栩栩如生的黏土人像和馬像放在陵墓內？  
b. 為甚麼一個已死的皇帝還需要士兵？他活着時為甚麼需要士兵？  
c. 你認為秦始帝是一位好君主嗎？為甚麼是或不是？

## PAPER RECYCLING

1. Working in groups of five, shred 10 *facial tissues* or a *newspaper spread* into a large bowl.
2. Add 2 cups water and 1 tsp starch per group member. Beat the mixture into a pulp with an egg beater.
3. Put a screen over a large draining pan.
4. Have each person, in turn, pour 2 cups of pulp on top of the screen. Make sure the pulp is even.
5. Put the screen and the pulp on newspaper, and cover them with more newspaper.
6. Flip them over (so the screen is now on the top of the pulp, both hidden in the newspaper).
7. Use a rolling pin to squeeze out excess water.
8. Carefully remove the top newspaper and the screen. Slowly pull off the recycled paper.
9. Put the recycled paper on some newspapers to dry for a day or two.

The children can draw, paint or write on their recycled paper when it is dry. For example, they can write the Chinese words they learned in the previous activity.

## ACTIVITY 5

### PERFORMANCE OBJECTIVES

1. Working in groups of five, shred 10 *facial tissues* or a *newspaper spread* into a large bowl.
2. Add 2 cups water and 1 tsp starch per group member. Beat the mixture into a pulp with an egg beater.
3. Put a screen over a large draining pan.
4. Have each person, in turn, pour 2 cups of pulp on top of the screen. Make sure the pulp is even.
5. Put the screen and the pulp on newspaper, and cover them with more newspaper.
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7. Use a rolling pin to squeeze out excess water.
8. Carefully remove the top newspaper and the screen. Slowly pull off the recycled paper.
9. Put the recycled paper on some newspapers to dry for a day or two.

The children can draw, paint or write on their recycled paper when it is dry. For example, they can write the Chinese words they learned in the previous activity.

- The child will be able to:
1. State that Qin Shihuang was an emperor of China.
  2. State several accomplishments attributed to the emperor.
  3. Make clay replicas of horsemen and soldiers found in the emperor's tomb.

### Materials

- AABC 1. Teaching pictures, "Highlights of Chinese History" (35-39)  
Other 1. "China's Incredible Find." *National Geographic*, April 1978.  
2. "An Ancient Chinese Army Rises from Underground Sentinel Duty." *Smithsonian*, November 1974.  
3. Clay, assorted found objects, clay tools

### Instructions

1. State that Qin Shihuang was a famous emperor of China. Read aloud the appropriate section in "Highlights of Chinese History" and discuss the emperor's accomplishments:
  - a. Why do you think life-like clay people and horses were placed in the tomb?
  - b. Why would an emperor need soldiers when he was dead? While he was alive?
  - c. Do you think the emperor Qin was a good ruler? Why or why not?
2. Show the children magazine pictures of the tomb and its artifacts. Read any excerpts from the magazine articles that you feel are appropriate and discuss them. Since the discovery of the tomb in 1974, excavations have been continuing. With a wall nearly four miles long, the vast outer compound of the tomb encloses an area equal to that of a

2 給兒童看這座墳墓，及墓中人工製品的雜誌圖片。從雜誌的文章中選出一段適合的，讀給兒童聽，並作討論。雖然墳墓的發現是在一九七四年上，但發掘的工作至今還在繼續着。墳墓的牆長約四哩，它圍繞的面積有一個現代化的城市那麼大。皇陵的位置接近以前的首都西安。在中國掛圖上指出西安的位置。

3 依雜誌圖片做範本，叫兒童用手工黏土仿製一些士兵像和騎兵像。如果可能，把那些成品放在火窖內焙乾。

學習目標二  
兒童應認識，日裔美國人有共同的日本歷史。

## 活動六

### 實施目標

#### 兒童應學會：

1. 指出日裔美國人是日本移民的後代。
2. 解釋 *Nihon* 的意義。
3. 在世界地圖上找出日本的位置。
4. 描述日本的地理特徵，並說出日本一個主要島嶼的名字。
5. 覆述日本起源的神話。
6. 為一虛構的國家擬一起源神話。
7. 認出日本的國旗。

### 教材

- 亞美中心 1. 教學圖片 L 日本歷史大事 1 ( 第 46-48 頁 ) 。
- 其他 2. 習作紙 L 日本國旗 1 ( 第 49 頁 ) 。
1. 大型世界地圖。
  2. 大型地形地球儀。
  3. 日本地理掛圖。

### 教師參考資料

1. Benedict, Ruth. *The Chrysanthemum and the Sword*. Boston: Houghton Mifflin, 1946.
2. De Bary, William, ed. *Sources of Japanese Tradition*. New

## **LEARNING OBJECTIVE 2**

The child will recognize that Japanese Americans have a common history in Japan.

### **ACTIVITY 6**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify Japanese Americans as descendants of immigrants from Japan.
2. Explain the meaning of *Nihon*.
3. Locate Japan on a world map.
4. Describe geographical features and name one major island of Japan.
5. Retell the legend about the origin of Japan.
6. Write a myth of origin about an imaginary country.
7. Identify the flag of Japan.

#### **Materials**

- AABC 1. Teaching pictures, "Highlights of Japanese History" (46-48)  
2. Worksheet, "Flag of Japan" (49)
- Other 1. Large world map  
2. Large relief globe  
3. Wall map of Japan

#### **For teacher reference**

1. Benedict, Ruth. *The Chrysanthemum and the Sword*. Boston: Houghton Mifflin, 1946.
2. De Bary, William, ed. *Sources of Japanese Tradition*. New York: Columbia University Press, 1958.
3. Fairbank, John K., et al. *East Asia: Tradition and Transformation*. Boston: Houghton Mifflin, 1973.

- modern city. The tomb is located near the ancient capital city of Xi'an. Locate Xi'an on a wall map.
3. Have the children make clay replicas of the horsemen and soldiers. Use magazine photos as examples. If possible, have the finished pieces fired in a kiln.

York: Columbia University Press, 1958.

3. Fairbank, John K., et al. *East Asia: Tradition and Transformation*. Boston: Houghton Mifflin, 1973.

4. Reischauer, Edwin O. *Japan Past and Present*. New York: Alfred Knopf, 1953.

5. Reischauer, Edwin O. and Fairbank, John K. *East Asia: The Great Tradition*. Boston: Houghton Mifflin, 1960.

### 教師自製教具

製一面大型日本國旗，供教室陳列用。

### 說明

1. 把「日本」寫在黑板上，并在地圖上指出日本的位置。解釋日裔美國人的祖先是由日本移居到美國來的。

2. 檢印並分發教學圖片「日本歷史大事」。把課文高聲唸出，並討論「日本」的字面意義。把「日本」這兩個字寫在黑板上，並發音如 *nee-hong*。末了高聲把「日本」二字唸出，並叫兒童跟着唸。

出示教師自製的日本國旗，指着中央的紅色圓圈，叫兒童試着解釋它所象徵的意義。問他們紅色的圓圈像甚麼？解釋日本（*Nihon*）的意思（太陽的出處）。

3. 參考日本掛圖及世界地圖而討論日本的地理：  
a 日本是否像中國一樣，是大片陸地？日本和中國或美國在地理上有甚麼分別？

b 四面環水的一片陸地叫甚麼？日本國是由多少島嶼組成？你能否指出日本最主要的是四個大島？  
c 日本大還是中國大呢？與加利福尼亞州相比又怎樣？

樣？與韓國、菲律賓及夏威夷相比呢？日本地勢平坦還是多山？

說出日本四大島的名字。強調「本州」是最重要的，有如日本的「大陸」。日本的首府「東京」就在這島上。叫兒童學會「本州」的名字。告訴他們，這些島都是火山爆發所造成的。例如富士山從前就是一個活火山。

把地形地圖儀指給兒童看，叫他們用手觸摸日本羣島，從而認識日本島上平地很少，只有百分之十七的地方可用來耕種。

4. 講述日本起源的傳說，以結束本項討論：  
傳說有一天，一位天神站在天橋上，他把長矛浸入海洋裏，再高高舉起。那閃閃生輝的矛，滴下顆水珠，這些水珠就成了日本的四大島嶼。

問題提示：

1. 天神在橋上做甚麼？
2. 根據傳說，日本四島是用甚麼做成的？叫兒童替在「學習目標一」中虛構的國家，創作一些開天闢地的神話，然後講給大家聽。
5. 分發習作紙「日本國旗」，叫兒童依照習作紙上的說明着色。
6. 分發酒精筆和紙張，或顏色手工紙。叫兒童替他們虛構的國家創製一面國旗，並解釋旗上顏色或圖案的象徵意義。

另一可行作業是叫學生用舊的白色床單和酒精筆，或織物顏料來做旗幟。

4. Reischauer, Edwin O. *Japan Past and Present*. New York: Alfred Knopf, 1953.
5. Reischauer, Edwin O. and Fairbank, John K. *East Asia: The Great Tradition*. Boston: Houghton Mifflin, 1960.

#### For teacher preparation

Make a large Japanese flag for classroom display.

#### Instructions

1. Write *Japan* on the board. Locate Japan on the map. Explain that ancestors of Japanese Americans came from Japan to the United States.
2. Reproduce and distribute the teaching pictures, "High-lights of Japanese History." Read the text aloud. Discuss the meaning of *Japan*. Write the two characters 日本 (meaning *Japan*) on the board, pronounced *nee-hong*. Read the characters aloud for the children. Have the children pronounce them after you.
3. Refer to the wall map of Japan and the world map. Discuss the geography of Japan:

  - a. Is Japan made up of one large land mass as China is? How is Japan geographically different from China or the United States?
  - b. When a land mass is surrounded by water on all sides, what is it called? How many islands comprise the country of Japan? Can you point out the four major islands?
  - c. Is Japan larger or smaller than China? California? Korea? The Philippines? Hawaii? Is Japan mainly flat or mountainous?

4. Name the four islands. Place emphasis on the island of Honshu as the "mainland" of Japan. Tokyo, the capital of Japan, is located on this island. Have the children learn the name of this island. State that the islands are of volcanic origin. Mt. Fuji, for example, was once an active volcano. Point to the relief globe. Have the children feel the islands of Japan. Have them conclude that there is very little flat land in Japan. Only 17% of the total land area can be used for farming.
4. Conclude the discussion by telling the legend about the origin of Japan:  
It is said that a god stood on the bridge of heaven one day. He dipped his spear into the sea and raised it high into the air. Four drops of water fell from the god's shining spear. These drops became the four main islands of Japan.  
Suggested questions:
  - a. What did the god do on the bridge?
  - b. According to the legend, what were the four islands made from?
- Have the children create myths of origin about the make-believe countries they created in Learning Objective 1. Have the children share their myths with the class.
5. Distribute the worksheet, "The Flag of Japan." Instruct the children to color the flag according to the directions given on the worksheet.
6. Pass out paper and felt pens or color construction paper. Have the children create their own national flag for their imaginary countries. Ask them to explain any symbolism in colors or design of the flag.

An alternate project is to make flags using old white bed-sheets and felt pens or textile dyes.

## 活動七

### 實施目標

兒童應學會：

1. 指出至少兩個日本的鄰國。
2. 描述日本為一個人口眾多的國家。
3. 說出富士山是日本重要的地誌。
4. 推論出地理對日本民生活有何影響。
5. 用人造水松板印製一代代表日本山水風景的版畫。

### 教材

- 其他
1. 有關日本的雜誌圖片或幻燈片，應包括高地、富士山、及耕種地區。
  2. 大型地球儀。
  3. 日本掛圖。
  4. 富士山及其他景物的日本木版畫複製品。
  5. 鉛筆、人造水松板、印刷用的滾筒、溶水墨汁、白報紙、玻璃一塊。

### 說明

1. 叫兒童在地球儀上指出日本的四個鄰國：中國、韓國、蘇聯、及菲律賓。比較日本和美國的面積。告訴兒童，日本雖然沒有美國一半大，却有美國一半的人口。叫他們猜想日本的人口密度。
2. 在日本地圖上，把富士山的位置打個X號，然後指出該山是日本一個重要的地誌。出示富士山的圖片，並作以下的描述：
  - a. 它是日本最高的山，最高點海拔三千七百七十八公尺（一萬二千三百八十八呎）。

- b. 它一度會是個活火山。
- c. 在傳統上，日本人視富士山為神聖的。
- d. 因為海拔高度的緣故，富士山頂終年積雪。
- e. 每年夏天，許多日本人攀登山頂，向聖山致敬。
- f. 日本有句成語這樣說：「從未上過富士山的人是笨蛋。但爬過一次以上的人却是大傻瓜。」  
「San」在日語是「山」的意思。

3. 出示其他日本的風景片。討論山地對民生活的影響：
- a. 日本既然這樣多山，你想人民多數住在哪裏？為什麼？
- b. 住在平地的人比較多還是比較少？（總面積三十七萬二千四百八十八平方公里〔十四萬三千八百一十八平方哩〕的土地上，共住了近一億零六百萬人。）
- c. 日本平地既然這樣少，你想日本人怎能生產足夠的糧食？（採全年種植的集約耕種法、梯田種稻、及漁業高度發展。此外，一切剩餘食物都充當肥料，一點也不浪費。日本大多數的食物都由外地運來。）
- d. 日本既是羣島國家，他們會有甚麼好的食物來源呢？（魚）
- e. 你認為日本人是否一定要吃肉類？為什麼是或為什麼不是？一個人是否一定吃肉？才能取得維持健康所需的各種營養？為什麼是或為什麼不是？甚麼是肉類的代用品？你知否一個素食者是個怎樣的人嗎？
- 結束本項討論時，叫兒童列出日本地理對民生活的影響。

## ACTIVITY 7

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Locate at least two neighboring countries of Japan.
2. Describe Japan as a populous country.
3. Identify Mount Fuji as an important landmark in Japan.
4. Make inferences about what impact geography has had on the livelihood of the Japanese people.
5. Make a styrofoam print representing a Japanese landscape.

### Materials

- Other
1. Magazine pictures or slides of Japan including the highlands, Mt. Fuji, and farming areas
  2. Large globe
  3. Wall map of Japan
  4. Reproductions of Japanese woodcuts of Mt. Fuji and other scenery
  5. Pencils, flat piece of styrofoam, brayer rollers, water soluble ink, newsprint, sheet of glass

### Instructions

1. Have the children locate Japan and four neighboring countries on the globe—China, Korea, the Soviet Union, and the Philippines. Compare the size of Japan with that of the United States. State that, although Japan has less than half the geographic area of the United States, it does have half the population. Have the children speculate on the population density in Japan.
2. On the map of Japan, mark the location of Mt. Fuji with an X and introduce the mountain as an important landmark in Japan.

Show pictures of Mt. Fuji to the children and describe the mountain:  
a. At 3,778 meters (12,388 feet), it is the highest mountain in Japan.

- b. It was once an active volcano.  
c. The Japanese traditionally have considered Mt. Fuji to be sacred.  
d. Because of its high elevation, the top of Mt. Fuji is covered with snow all year round.  
e. Thousands of Japanese climb the peak every summer to honor it. There is a saying, "Anyone who does not climb Mt. Fuji once is a fool. One is a great fool if he climbs it more than once."  
f. Japanese call Mt. Fuji *Fuji-San*. San means *mountain* in Japanese.

3. Show other pictures of scenes in Japan. Discuss the impact of mountainous terrain on the people:

- a. Since Japan is such a mountainous country, where do you think most of the people live? Why?
- b. Are there few or many people living on the flat land? (The population is nearly 106 million people on a total land area of only 372,488 sq km [143,818 sq mi].)
- c. Since there is very little flat land in Japan, how do you think the Japanese have been able to produce enough food? (Intensive farming methods where crops are grown year round, rice terracing, and fishing have all been highly developed. Also, food scraps are recycled as fertilizer for gardens and very little food is wasted. Most of Japan's food is imported.)
- d. Since Japan is a country of many islands, what is a good source of food available to the Japanese? (fish)
- e. Do you think the Japanese people are traditionally a meat eating society? Why or why not? Does one have to eat meat to have a balanced diet? Why or why not? What are substitutes for meat? Do you know what a vegetarian is?

Conclude the discussion by having the children list ways in which the geography of Japan affects its people's way of life.

- 4 給兒童看幾種日本木版風景畫之複製品。Hokusai和Hiroshige是兩個享譽的日本藝術家，他們創出了許多木版畫技術的範本，尤以善繪富士山及其他日本陸誌而著名於世。給兒童解釋，木版畫的製法就是把圖案刻在木塊上，然後在刻好了的木版上着墨，繼而將圖案印在白紙上而成。

叫兒童以日本風景為主題，做人工水松版畫。用鉛筆在一塊人工水松板上畫出圖案，畫的時候要多施壓力，使圖案深刻在人工水松上。用滾筒把墨油滾在一片玻璃上面，然後將墨滾過人工水松的表面上。將一張白報紙或普通紙，平放在上了墨的水松版上，揉擦紙背使圖案印在紙上。最後把紙掀起，便是一幅完工的版畫了。

## 活動八 實施目標

### 兒童應學會：

1. 認出明治天皇。
2. 說出明治天皇三樣成就。
3. 描述自己渴望見到美國有些甚麼改變。

### 教材

- |      |                 |
|------|-----------------|
| 亞美中心 | 1. 教學圖片[日本歷史大事] |
| 其他   | 1. 有關日本的參考書籍。   |

### 說明

1. 高聲唸出教學圖片上有關明治天皇的那節課文。問題討論：
  - a 明治天皇是誰？
  - b 他在日本推行了甚麼改革？
  - c 你以為他為什麼要推行這些改革？
2. 討論一些對兒童本身經驗有直接關係的美國時事。推究他們想在這個國家推行甚麼改革，叫他們寫幾句話，描述自己的看法。

4. Show the children various examples of Japanese woodcut prints showing landscapes of Japan. Hokusai and Hiroshige are two famous artists who created many examples of the woodcut technique. They are known particularly for their depictions of Mt. Fuji and other Japanese landmarks. Explain to the children that woodblock prints are made by carving the design into blocks of wood and then inking the block before transferring the design onto paper. Have the children make their own styrofoam prints using Japanese landscapes as subject matter. Draw the design on a flat piece of styrofoam with a pencil. Press firmly so that the design is drawn into the foam. Roll out ink on a sheet of glass with a brayer roller, then ink the styrofoam surface. Place a piece of newsprint or paper on top of the inked surface. Rub the back of the paper to transfer the design. Lift the paper for the finished print.

## ACTIVITY 8

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify the Emperor Meiji.
2. Name three of his achievements.
3. Describe changes s/he desires in the United States.

### Materials

- AABC 1. Teaching pictures, "Highlights of Japanese History" (46-48)  
Other 1. Reference books on Japan

### Instructions

1. Read aloud the section in the teaching pictures about Emperor Meiji. Discuss the emperor:
  - a. Who was Meiji?
  - b. What changes did he make in Japan?
  - c. Why do you think he made these changes?Have the children use reference books to find out more about the emperor and the impact of the changes that he made.
2. Discuss U.S. current events relevant to the children's experience. Explore what changes they would like to make in this country. Ask them to write a short paragraph describing their views.

### 學習目標三

兒童應認識，非裔美國人具有共同的菲律賓歷史。

5. *The Philippines in Pictures*. New York: Sterling Publishing, Visual Geography Series, 1974.
6. Tor, Regina. *Getting to Know the Philippines*. New York: McCann and Geoghegan, 1971.

### 活動九

#### 實施目標

#### 兒童應學會：

- 1 在世界地圖上找出菲律賓的位置。
- 2 說出菲裔美國人的祖先は菲律賓の移民。
- 3 給「羣島」一詞下定義。
- 4 說出菲律賓一個大島的名字。
- 5 比較菲律賓與其他國家的面積大小，和地理特徵。

#### 教材

- |      |                            |
|------|----------------------------|
| 亞美中心 | 1. 教學圖片「菲律賓歷史大事」。(50-53)   |
|      | 2. 活動卡片「菲律賓」。(54)          |
| 其他   | 1. 世界掛圖或亞洲地圖。<br>2. 大型地球儀。 |

#### 教師參考資料

1. Arcilla, Jose. *An Introduction to Philippine History*. Quezon City, Philippines: Ateneo de Manila University Press, 1973.
2. Archer, Jules. *The Philippines Fight for Freedom*. New York: Crowell-Collier Press, 1970.
3. Nelson, Raymond. *The Philippines*. New York: Walker and Co., 1968.
4. *Philippine History*. Berkeley, CA: Asian American Bilingual Center, 1977.

#### 說明

1. 複印並分發教學圖片「菲律賓歷史大事」，將文字高聲唸出，及在黑板上寫出「菲律賓」。叫兒童在地圖上找出菲律賓的位置。向他們解釋，非裔美國人的祖先は菲律賓の移民。
2. 討論菲律賓的地理特徵：
  - a 菲律賓是否是一大片陸地？
  - b 你能數出菲律賓有多少個島嶼呢？
3. 告訴兒童關於菲律賓地理特徵之資料：
  - a 菲律賓位於東南亞。
  - b 菲律賓由一連串七千多個島嶼組成，綿延近一千里。陸地總面積為二十二萬七千零一十七平方公里（十一萬五千八百三十三平方公里）。問題提示：
  - a 菲律賓比日本大還是小？
  - b 菲律賓比英國大還是小？
  - c 菲律賓比美國大還是小？比中國呢？
  - d 菲律賓的首都在哪裏？在地圖上怎樣標明？首都位在哪一島上？
4. 複製活動卡片「菲律賓」。把地圖裝在一塊標籤板上，問題則樣在板後。分發活動卡片，叫兒童將問題一一作答。

## **LEARNING OBJECTIVE 3**

The child will recognize that Filipino Americans have a common history in the Philippines.

### **ACTIVITY 9**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Locate the Philippines on the world map.
2. Identify the ancestors of Filipino Americans as immigrants from the Philippines.
3. Define *archipelago*.
4. Name a major island in the Philippines.
5. Compare the Philippines with other countries in size and geographic features.

#### **Materials**

- AABC 1. Teaching pictures, "Highlights of Philippine History" (50-53)  
2. Activity card, "The Philippines" (54)
- Other 1. Wall map of the world or map of Asia  
2. Large globe

#### **For teacher reference**

1. Arcilla, Jose. *An Introduction to Philippine History*. Quezon City, Philippines: Ateneo de Manila University Press, 1973.
2. Archer, Jules. *The Philippines Fight for Freedom*. New York: Crowell-Collier Press, 1970.
3. Nelson, Raymond. *The Philippines*. New York: Walker and Co., 1968.
4. *Philippine History*. Berkeley, CA: Asian American Bilingual Center, 1977.

5. *The Philippines in Pictures*. New York: Sterling Publishing, Visual Geography Series, 1974.
6. Tor, Regina. *Getting to Know the Philippines*. New York: McCann and Geoghegan, 1971.

#### **Instructions**

1. Reproduce and distribute the teaching pictures, "Highlights of Philippine History." Read the text aloud. Write *the Philippines* on the chalkboard.
2. Have the children locate the Philippines on the map. Explain that ancestors of Filipino Americans were immigrants from the Philippines?
3. Discuss the geographic characteristics of the Philippines:
  - a. Is the Philippines made up of one land mass?
  - b. Can you count how many islands there are in the Philippines?
4. Give the following information about the Philippines:
  - a. It is located in Southeast Asia.
  - b. The Philippines is comprised of a chain of more than 7,000 islands stretching for nearly one thousand miles. It has a total land area of 227,017 sq km (115,830 sq mi).

#### **Suggested questions:**

- a. Is the Philippines larger or smaller than Japan?
  - b. Is the Philippines larger or smaller than the United Kingdom?
  - c. Is the Philippines larger or smaller than the U.S.? China?
  - d. What is the capital of the Philippines? How is it designated on the map? On what island is the capital located?
  - e. Japan and the Philippines are archipelagos. Devise a definition of this term by examining the map.
4. Reproduce the activity card, "The Philippines." Mount the map on one side of a piece of tagboard. Mount the questions on the other side. Distribute the card and have the children complete the questions.

## 活動十

### 實施目標

兒童應學會：

1. 在地圖上找出菲律賓的位置。
2. 描述菲律賓人最初是怎樣定居下來的。
3. 給 *barangay* 和 *datu* 下定義。

### 教材

亞美中心 1. 塗色簿 L The Barangs 1。

2. 習作簿 L The Barangs 1。 (55-56)

其他

1. 東南亞洲掛圖。
2. 有關各種船隻的雜誌、書籍、或相片。

### 說明

1. 叫兒童留心看掛圖，並指出菲律賓的鄰國。

叫兒童想像史前有一處陸橋的地方，有些古代的人從那裏乘船到菲律賓羣島去。告訴兒童，許多年前，有不少人從現在的越南、中國、馬來西亞、及印尼，來到菲律賓，這些人就是菲律賓早期的居民。

2. 讀塗色簿 L The Barangs 1。與兒童一起討論：

1. 那些在菲律賓羣島上定居的人是甚麼人？他們是從哪裏來的？他們怎樣來的？
2. 那些來的人是否都是相同種族的？為甚麼是或為甚麼不是？
3. 你以為 *datu* 的職責是甚麼？你以為 *datu* 是否需要？為甚麼需要？或為甚麼不需要？
4. 設想你發現了一個島嶼，及決定在島上成家定居，你需要甚麼來繼續生存呢？

3. 分發習作紙 L The Barangs 1，並叫兒童做紙上的習作。然後溫習答案和作討論。
4. 叫兒童在塗色簿 L The Barangs 1 上塗色，並把塗色簿公佈。

## ACTIVITY 10

3. Pass out the worksheet, "The Barangays," and have the children complete it. Then review the answers and discuss them.
4. Have the children color the book, "The Barangays," and display the results.

The child will be able to:

1. Locate the Philippines on a map.
2. Describe how the Philippines was first settled.
3. Define *barangay* and *datu*.

### Materials

- AABC 1. Coloring book, "The Barangays"  
2. Worksheet, "The Barangays" (55-56)

- Other 1. Wall map of Southeast Asia  
2. Magazines, books or photographs of various boats

### Instructions

1. Have the children look at the wall map. Point out the countries near the Philippines. Have the children imagine where a prehistoric land bridge may have existed and from where early groups of people might have come by boat to the Philippines. Explain that thousands of years ago, different peoples came to the Philippines from what are now Vietnam, China, Malaysia, and Indonesia. These were the early inhabitants of the Philippines.
2. Read the coloring book, "The Barangays." Discuss it with the children:
  - a. Who were the various people who came to settle in the Philippines? Where did they come from? How did they arrive?
  - b. Were all the people who came alike? Why or why not?
  - c. What do you think were the responsibilities of the datu? Do you think it was necessary to have datus? Why or why not?
  - d. Imagine that you have discovered an island and decide to make it your home. What would you need to survive?

## PERFORMANCE OBJECTIVES

## 活動十一

### 實施目標

兒童應學會：

1. 在地球儀上找出赤道的位置。
2. 給 L 热帶 1 一詞下定義。
3. 認出菲律賓的產品。
4. 解釋天然資源與其所發展的工藝之間的因果關係。

### 教材

- |      |                                                                       |
|------|-----------------------------------------------------------------------|
| 亞美中心 | 1. 教學圖片 L 菲律賓歷史大事 1。(50-53)                                           |
|      | 2. 習作紙 L 菲律賓的產品 1。(57)                                                |
|      | 3. 活動卡片 L 竹 1。(58)                                                    |
| 其他   | 1. 热帶水果，如香蕉、菠蘿、木瓜、芒果、蕃石榴、椰子、鷄梨等的圖片或實物。<br>2. 貝殼首飾及竹製品。<br>3. 大型地形地球儀。 |

### 說明

1. 出示地球儀，顯示菲律賓是如何接近赤道，並解釋接近赤道會怎樣影響它的氣候。
  - a. 接近赤道的地方，天氣熱還是冷？
  - b. 溫暖的氣候適合甚麼生長？
- 陳列水菓的圖片或樣品。兒童應該盡量認出水菓的名稱，認不出的就由教師說出名稱。向兒童解釋：所有這些水菓都是生長在菲律賓的，並且是當地人日常食的一部份。  
指出這些水菓叫做 L 热帶水菓 1，因為它們只能在溫暖潮濕的地方生長。叫學生想出美國哪一個地方也可

種植這些水果。（夏威夷）

如可能的話，把水果切成小塊，讓學生品嚐。

2. 把貝殼首飾陳列出來，在不供給背景資料情況下，叫兒童解釋為甚麼貝殼首飾是在菲律賓製造的。
3. 把竹子陳列出來，討論竹子的種種用途。複製及分發活動卡片 L 竹 1，並叫兒童把習作完成。
4. 玩遊戲 L 在菲律賓購物 1：
  - a. 溫習菲律賓的產品。
  - b. 叫兒童把椅子圍成圓圈，然後坐下。
  - c. 每人選一樣菲律賓產品做自己的名字，如菠蘿、貝殼等。把名字寫在紙條上，再貼在自己的衣服上。
  - d. 選一人做顧客，把他的椅子撤走。叫他 L 走遍菲律賓 1 去購物，即沿圈內走一遍。
  - e. 顧客想買甚麼便叫出它的名稱來。凡被叫到的兒童，就要站立起來跟着那顧客走。
  - f. 顧客買完了東西，說一聲 L 回家 1，各人便要找椅子坐下。剩下一個沒有椅子坐的兒童，就做下一回的顧客。

5. 分發習作紙 L 菲律賓的產品 1。叫兒童在圖中找到並圈出那隱藏着的六種菲律賓產品。

**PERFORMANCE OBJECTIVES**

- The child will be able to:
1. Locate the equator on a globe.
  2. Define *tropical*.
  3. Identify products from the Philippines.
  4. Explain the cause-and-effect relationship between natural resources and a craft that is subsequently developed.

**Materials**

- AABC 1. Teaching pictures, "Highlights of Philippine History" (50-53)
2. Worksheet, "Products from the Philippines" (57)
3. Activity card, "Bamboo" (58)
- Other 1. Pictures or samples of tropical fruits, such as banana, pineapple, papaya, mango, guava, coco-nut, avocado
2. Shell jewelry and bamboo products
3. Large relief globe

**Instructions**

1. Show the globe. Show how close the Philippines is to the equator and explain how this affects its climate:
  - a. Is it hot or cold close to the equator? Why?
  - b. What grows well in warm weather?

Display the pictures or samples of fruits. The children are to identify as many of them as possible. Name those which are unfamiliar. Explain that all these fruits are grown in the Philippines and are part of the diet there.

Point out that these fruits are called *tropical* because they can only grow in places with warm and humid weather. Ask the children to think of a place in the U.S. where some of these fruits are also grown. (Hawaii)

If possible, cut bite-sized pieces from the fruits and have the children sample them.

2. Display the shell jewelry. Without giving background information, ask the children to explain why shell jewelry is made in the Philippines.
3. Display bamboo. Discuss the uses of this plant. Reproduce and distribute the activity card, "Bamboo," and have the children complete the exercises.
4. Play the game, "Shopping in the Philippines":
  - a. Review the products from the Philippines.
  - b. Have the children form a circle of chairs and then sit down.
  - c. Each child is to pick one Filipino product to be his/her name, e.g., pineapple, seashell. S/he is to write the name of the product on a strip of paper and tape it to his/her shirt.
  - d. Select one child to be the shopper. Remove his/her chair from the circle. S/he does his/her shopping "all over the Philippines" by walking around the inside of the circle.
  - e. S/he will call out things s/he wants to buy. A child whose "product" is called upon will stand up and follow the shopper.
  - f. When the shopper finishes his/her shopping, s/he will say "Go home." Everyone will then try to find a seat. The one who is left standing in the circle will become the next shopper.

5. Distribute the worksheet, "Products from the Philippines."
  - Instruct the children to find and circle the six products from the Philippines that are hidden in the picture.

## 活動十二

### 實施目標

兒童應學會：

1. 認出菲律賓Banaue的稻米梯田。
2. 解釋稻米梯田的一個原因。
3. 對菲律賓人發展的集約農耕技巧表示賞識。

### 教材

- 亞美中心 1. 活動卡片「Banaue的稻米梯田」。(59)  
其他 1. 菲律賓地圖。

### 說明

1. 出示活動卡片「Banaue的稻米梯田」。叫兒童描述卡片上的圖片。

在地圖上找出Banaue稻米梯田的位置，指出該位置在呂宋島北部內陸。

以下面的資料解釋Banaue稻米梯田的重要性：

- a 這些有名的梯田是由Igorots山地人所建成。他們現在仍然住在山上。
- b 這些Igorots人花了兩千多年才建成這些梯田。
- c 這些圍有石牆的梯田，是世界上最高、最堅固和面積最廣的梯田。
- d 梯田佔地近四百平方公里。
- e 梯田證明古代的菲律賓人，在科學、建築學、藝術和工程上都有先進的知識。必要時教師應為兒童闡釋這些名詞。

### 用活動卡片輔助，討論如何用梯田來種稻：

- a 農人在梯田哪部分種稻？
- b 為甚麼需要石牆？
- c Igorot族人為甚麼要建梯田？
- d 在亞洲的國家裏，種稻為甚麼重要？
- e 有哪幾種食物是用米做的？（餅、酒、餅乾、麪條、湯類等等）。

下結論說，菲律賓土著是聰慧勤勞的人民。

3. 叫兒童完成活動卡上的習作。

## ACTIVITY 12

2. Using the activity card, discuss how terraces are used to grow rice:
  - a. Where do farmers grow rice on the terrace?
  - b. Why are stone walls needed?
  - c. Why did the Igorot tribes build the terraces?
  - d. Why is growing rice important in Asian countries?
  - e. What different foods are made with rice? (cake, wine, crackers, noodles, soup, etc.)

- The child will be able to:
1. Identify the Banaue rice terraces of the Philippines.
  2. Explain one reason for the construction of the rice terraces.
  3. Express appreciation for intensive agricultural techniques developed by Filipinos.

### Materials

AABC 1. Activity card, "Banaue Rice Terraces" (59)

Other 1. Map of the Philippines

### Instructions

1. Show the activity card, "Banaue Rice Terraces." Ask the children to describe the picture.

Locate the site of the Banaue rice terraces on the map. Identify the location as the northern interior of the island of Luzon.

Explain the significance of the Banaue rice terraces with the following information:

- a. These famous rice terraces were built by the Igorots, who still live in the mountains.
- b. It took the Igorots more than 2,000 years to build the terraces.
- c. The stone-walled terraces are the highest, best built, and most extensive in the world.
- d. The terraces cover an area of nearly 400 square kilometers.
- e. The terraces are evidence that ancient Filipinos had advanced knowledge of science, architecture, art, and engineering. Define these terms if necessary.

## 活動十三

### 實施目標

兒童應學會：

1. 認出菲律賓的國旗。
2. 說明國旗的象徵意義。

### 教材

- 亞美中心 1. 習作紙 L 菲律賓國旗 1。 (60)  
2. 教學圖片 L 菲律賓歷史大事 1。 (50-53)

### 教師自製教具

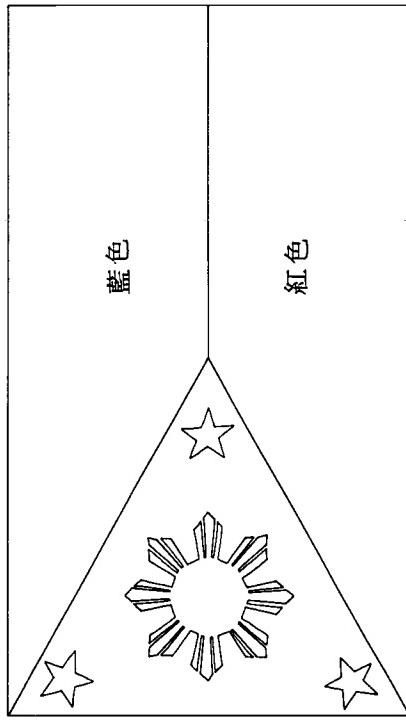
自製一面菲律賓國旗，供教室陳列用。

### 說明

1. 展出菲律賓國旗，解釋國旗的象徵意義：

藍色代表正義與和平。  
紅色代表英勇和愛國。  
白色三角形代表平等。  
三顆星代表呂宋、米沙鄢及明達瑙三個地區。  
八條光綫代表最先為自由而戰的八個省份。

1. 分發習作紙 L 菲律賓國旗 1，並叫兒童着色。  
溫習教學圖片 L 菲律賓歷史大事 1：
  - a 菲律賓國旗代表菲律賓歷史的哪一部份？
  - b 過去有哪些國家統治過菲律賓？
  - c 說出為自由作戰的領袖名字。
  - d 對菲律賓人，自由為何重要？對所有的人來說又怎樣？
2. 總結這項菲律賓歷史課程時，強調所有菲律賓人，包括居於外地的菲律賓人，例如菲裔美國人等，都具有共同的歷史背景。



## ACTIVITY 13

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify the flag of the Philippines.
2. Describe the symbolism of the flag.

#### Materials

- AABC 1. Worksheet, "Flag of the Philippines" (60)  
2. Teaching pictures, "Highlights of Philippine History" (50-53)

#### For teacher preparation

Make a flag of the Philippines for classroom display.

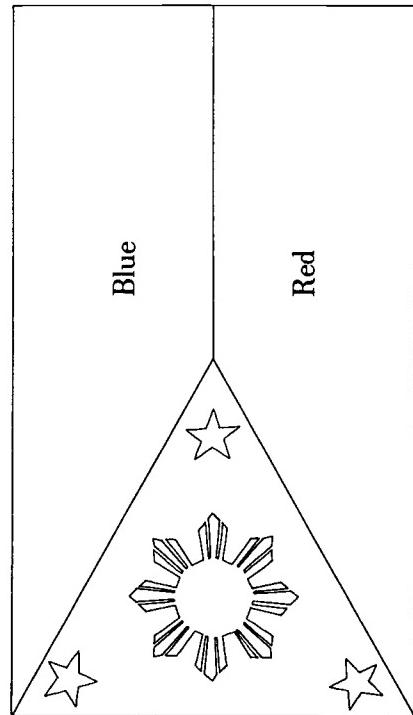
#### Instructions

1. Show the flag of the Philippines. Explain the symbolism of the flag:
2. Distribute the worksheet, "Flag of the Philippines," and tell the children to color the flag.

Review the teaching pictures, "Highlights of Philippine History":

- a. What part of Philippine history does the flag represent?
- b. What countries ruled the Philippines in the past?
- c. Name the leaders who fought for freedom.
- d. What importance does freedom have for Filipinos? For all people?

3. Conclude the unit on the history of the Philippines by emphasizing that it is shared by all Filipinos who live outside the Philippines, such as Filipino Americans.



## 概念要旨二

種族羣體是由具有共同的美國歷史背景的家庭及其他人所組成。

### 預備活動

#### 學習目標一

兒童應認識，亞裔美國人具有共同的移民美國的歷史。  
活動一至二

#### 學習目標二

兒童應認識，華裔美國人具有在美國的共同歷史背景。  
活動三至四

#### 學習目標三

兒童應認識，日裔美國人具有在美國的共同歷史背景。  
活動五至六

#### 學習目標四

兒童應認識，非裔美國人具有在美國的共同歷史背景。  
活動七至八

### 總結活動

## **CONCEPTUAL STATEMENT II**

Ethnic groups consist of families and other people who have a common history in the United States.

### **PREPARATORY ACTIVITY**

#### **LEARNING OBJECTIVE 1**

The child will recognize that Asian Americans have a common history of immigration to the United States.

Activities 1 - 2

#### **LEARNING OBJECTIVE 2**

The child will recognize that Chinese Americans have a common history in the United States.

Activities 3 - 4

#### **LEARNING OBJECTIVE 3**

The child will recognize that Japanese Americans have a common history in the United States.

Activities 5 - 6

#### **LEARNING OBJECTIVE 4**

The child will recognize that Filipino Americans have a common history in the United States.

Activities 7 - 8

### **CULMINATING ACTIVITY**

## 實施目標

## 兒童應學會：

- 1 在世界地圖上指出自己的城市、世界七大洲、南北極、赤道、及五大洋。
- 2 在世界地圖上指出亞洲各國之位置。
- 3 熟練地玩一種具有讀地圖基礎的遊戲。

## 教材

亞美中心 1 故事書「船長」。

2 遊戲「大家旅行去！」。(61-68)

其他 1 世界地圖，每人一幅。

2 顏色鉛筆、酒精筆。

3 地球儀、世界掛圖、地圖集。

## 說明

- 1 把世界輪廓圖分發給每個兒童，叫他們在地圖上標出世界七大洲、南北兩極、赤道、世界五大洋、及他們自己的城市。

叫兒童在地圖上找出定向座標，並注意距離比例表。指導兒童做一些定向和測距的練習，直至他們都把這兩種指示運用自如為止。

叫兒童指出、找出及標出亞洲各國的位置，並着色。選出一兩個地方，以決定它們的方向，並指出它們離開你的城市有多遠。

在地圖下面，叫兒童寫一兩句話，描述亞洲大陸是怎樣的。討論他們的描述，並鼓勵從亞洲地方來的兒童，將他們所知有關祖國的事，講述給大家聽。

## 問題提示：

- a 何謂偷渡者？
- b 為甚麼那個發現了Aurelio的水手把Jacinto叫來？
- c 你喜歡在船上工作嗎？為甚麼喜歡或為甚麼不喜歡？
- d 為何Aurelio喜歡住在L馬尼拉村？呢？

叫兒童在地圖上，追溯Aurelio由馬尼拉到Acapulco所走的路線，及從Acapulco到墨西哥灣和新奧爾良。

- 3 教兒童如何玩「大家旅行去！」的遊戲。參加遊戲者輪流從牌堆取牌，再把牌讀出，然後把遊戲板上的紙船照指示移動。當他這樣做的時候，他必須說出目的地，及所經過的洲、國、或海洋的名字。

Suggested questions:

- What is a stowaway?
- Why did the sailor who found Aurelio call Jacinto?
- Would you like to work on a ship? Why or why not?
- Why did Aurelio like living in the place called "Manila Village"?

Have the children trace on their maps the route Aurelio took from Manila to Acapulco, then up to the Gulf of Mexico and New Orleans.

- Show the children how to play the game, "Let's Travel." Taking turns, players pick cards from a deck. The player reads the card, then moves a cardboard ship across the gameboard as directed. As the player does so, s/he names the destination and any continent, country, or ocean s/he crosses.
- Show the children how to play the game, "Let's Travel." Taking turns, players pick cards from a deck. The player reads the card, then moves a cardboard ship across the gameboard as directed. As the player does so, s/he names the destination and any continent, country, or ocean s/he crosses.

## PERFORMANCE OBJECTIVES

The child will be able to:

- Identify his/her city of residence, the major continents, the poles, the equator, and major oceans on a world map.
- Locate and identify countries of Asia on a world map.
- Successfully play a game based on map skills.

### Materials

AABC 1. Storybook, "The Captain of the Ship"  
2. Game, "Let's Travel" (61-68)

Other 1. Map of the world for each child  
2. Color pencils, markers  
3. Globe, wall map of the world, atlases

### Instructions

- Distribute an outline map of the world to each child.  
Have the children label the major landmasses, the poles, the equator, major oceans, and their city of residence on the map.  
Have the children locate the direction finder on the map and note the distance scale. Conduct a few exercises on directions and distances until the children can use both map features with ease.  
Have the children identify and locate, label, and color the different Asian countries. Choose one or two to establish in what direction and how far the countries are from your city.  
At the bottom of the map, have the children write one or two sentences about the continent of Asia. Discuss the sentences. Encourage children who are from Asia to share what they know about where they come from.

兒童應認識，亞裔美國人具有共同的移民美國的歷史。

## 活動一

### 實施目標

#### 兒童應學會：

1. 指出並描述遷居的理由。
2. 給「移民」一詞下定義。
3. 做一張美國種族羣體的拼貼畫。
4. 下結論說，除了美洲本土人外，美國人民都是從別的國家移民來的。

### 說明

6. Stegner, Wallace. *One Nation*. Boston: Houghton Mifflin, 1945.

1. 問兒童他們會否搬過家。討論人們搬家的原因，將學生的答案列於圖表紙上，再把搬家原因分類，例如：爭取工作機會、住所靠近自己的家人等。

2. 參考世界地圖，叫兒童指出中國人、日本人、及菲律賓人所住的地方。兒童不但應注意中國、日本、及菲律賓，還要注意美國及其他國家。  
將兒童搬家的經驗，與亞洲人民移民來美之經驗做對照。把「移民」一詞寫在黑板上，如班上有移民兒童的話，將他們的名字及祖國記在圖表上。

### 教材

- 其他
1. 圖表紙和壁報板。
  2. 雜誌。
  3. 大型世界地圖。

### 教師參考資料

1. Asian American Studies Center. *Roots: An Asian American Reader*. Los Angeles: Regents of the University of California, 1971.
2. \_\_\_\_\_, *Counterpoint*. Edited by Emma Gee. Los Angeles: Regents of the University of California, 1977.
3. Asian American Studies Department. *Asian Woman*. Berkeley, CA: University of California, 1971.
4. Jacobs, Paul; Landau, Saul; and Pell, Eve. *To Serve the Devil*. New York: Random House, 1971.
5. McWilliams, Carey. *Brothers under the Skin*. Boston: Little,

## **LEARNING OBJECTIVE**

The child will recognize that Asian Americans have a common history of immigration to the United States.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify and describe reasons for moving.
2. Define *immigration*.
3. Make a collage of American ethnic groups.
4. Conclude that Americans, with the exception of Native Americans, originated from different countries.

#### **Materials**

- Other 1. Chart paper and poster board  
2. Magazines  
3. Large map of the world

#### **For teacher reference**

1. Asian American Studies Center. *Roots: An Asian American Reader*. Los Angeles: Regents of the University of California, 1971.
2. *Counterpoint*. Edited by Emma Gee. Los Angeles: Regents of the University of California, 1977.
3. Asian American Studies Department. *Asian Woman*. Berkeley, CA: University of California, 1971.
4. Jacobs, Paul; Landau, Saul; and Pell, Eve. *To Serve the Devil*. New York: Random House, 1971.
5. McWilliams, Carey. *Brothers under the Skin*. Boston: Little, Brown and Co., 1964.
6. Stegner, Wallace. *One Nation*. Boston: Houghton Mifflin, 1945.

#### **Instructions**

1. Ask the children if they have ever moved from one place to another. Discuss why people move. Record the children's responses on the chart. Classify the reasons for moving; for example, job opportunities, proximity to family, etc.

2. Refer to the world map. Ask the children to identify and locate the countries where the Chinese, Japanese, and Filipino people live. The children should note not only China, Japan, and the Philippines but also the United States and other countries.

Relate the children's moving experiences to the immigration experience of Asians who came to the United States. Write *immigration* on the chalkboard. If any of the children are immigrants, record their names and countries of origin on the chart.

3. Distribute old magazines. Have the children cut out pictures of people to create a collage of American ethnic groups. The teacher should provide Asian American magazines as well as other ethnic publications for the children to use.

Discuss the different ethnic groups represented in your class and on the collage. Have the children conclude that Americans, with the exception of Native Americans, originated from other countries in the world.

It might, however, be mentioned that ancestors of Native Americans are believed to have migrated from Asia to North America via the Bering Strait in prehistoric times. Care should be exercised in using the term *immigration*. As descendants of kidnapped and enslaved people, Black Americans should not be considered "immigrants."

## 活動二

### 實施目標

#### 兒童應學會：

1. 聽完故事書中所提到的難題後，想出解決的辦法。
2. 列舉移民的原因。
3. 說出早期亞洲移民的經驗。
4. 描述何謂偏見與歧視。
5. 想出和評量對抗偏見和歧視的策略。

### 教材

亞美中心

1. 故事書「那拉星球」。
2. 故事書「早期華人移民」。
3. 圖表「早期華人移民」。
4. 圖表「菲律賓人在美國」。
5. 圖表「第一代移民婦女」。

其他

1. 厚紙、白紙。

### 說明

1. 高聲讀故事書「那拉星球」。把全班分為三組，叫每組溫習這個故事，然後決定它的結局。每組應說出所提結局的理由，並繪圖說明。然後各組逐一宣佈結局。兒童應將每組所規劃的結局比較，對照、及評量。強調沒有一組會有絕對正確的答案。
2. 讀故事書「早期華人移民」。把那拉星球的故事和中國人移民來美的故事作對比。輔助兒童製作如下的圖表：

那拉星球	美國
需要水利工人；	需要農場及鐵路工人；
招募亞爾達人；	招募中國人；
阿爾達星球發生了種種問題；	中國境內發生了種種問題；
阿爾達人對那拉水利系統的貢獻；	華人對美國鐵路、農業及工業的貢獻；
對阿爾達人的歧視；	對華人的歧視；
阿爾達人採取行動，改善自己的生活。	華人採取行動，改善自己的生活。

3. 討論圖表時，把阿爾達人和早期華裔移民的經驗，與班上兒童的移民經驗作比較。討論他們來美或搬家的感受：
  - a. 你想早期來美的移民有甚麼感受？你自己的感受又怎樣？
  - b. 你想早期移民對自己在美國辛勤工作的成果有何感受？你對適應新住家和新學校的感受怎樣？
  - c. 早期移民受到歧視時，會有怎樣的感受呢？你會否經驗過偏見和歧視？
  - d. 當早期的亞裔移民為了改善生活而採取行動時，你以為他們有甚麼感受呢？你受到別人的偏見及歧視時反應如何？

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Decide on a solution to a problem presented in a storybook.
2. Cite reasons for immigration.
3. Identify experiences of early Asian pioneers.
4. Describe prejudice and discrimination.
5. Devise and evaluate strategies for combatting prejudice and discrimination.

### Materials

- AABC
- 1. Storybook, "The Planet Nara"
  - 2. Storybook, "Chinese Pioneers"
  - 3. Chart, "Chinese Pioneers"
  - 4. Chart, "Filipinos in America"
  - 5. Chart, "Issei Women"
- Other
- 1. Butcher paper, writing paper

### Instructions

1. Read aloud the storybook, "The Planet Nara." Divide the children into three groups. Have each group review the story and decide on an ending. Each group is to prepare reasons for its decision and draw a picture to accompany the ending devised.

Have each group tell the rest of the class about its ending. The children are to compare, contrast, and evaluate the conclusions developed by each group. Stress that no one group has the "right" answer.

2. Read the storybook, "Chinese Pioneers." Draw a parallel between the story of Nara and the story of Chinese immigration to the United States. Assist the children in developing a chart such as the following:

Nara	the United States
Need for water workers	Need for farm workers, railroad workers
Recruitment of Alterians	Recruitment of Chinese
Problems on Alta	Problems in China
Contributions made by Alterians to the Narian water system	Contributions made by Chinese to the American railroads, agriculture, industry
Discrimination practiced against the Alterians	Discrimination practiced against the Chinese
Alterians act to improve their lives	Chinese act to improve their lives

3. In discussing this chart, compare the experiences of the Alterians and early Chinese with those of the children. Discuss the feelings they might have had in coming to the United States or moving from one place to another:
  - a. How do you think the pioneers felt about coming to the United States? How did you feel?
  - b. How do you think the pioneers felt about the results of their hard work in America? How did you feel in adjusting to your new home and school?
  - c. What feelings might the early immigrants have had when they experienced discrimination? Have you ever experienced prejudice or discrimination?
  - d. How do you think the early Asian people in America felt when they acted to improve their lives? How did you react when you experienced prejudice or discrimination?

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4. 展出三張亞裔美國人歷史的圖表，用以輔助整個單元的討論。

## 學習目標二

兒童應認識，華裔美國人具有在美國的共同歷史背景。

5. 討論人們為甚麼會受到偏見和歧視，並指出這些原因與亞裔移民的經驗的關聯。輔助兒童，以他們能懂的話下結論說，人們歧視他人是因為自己無知、對自己不明白的事物感到畏懼、或想利用和欺騙別人等等。兒童可能經驗過受人侮辱，或受過不同形式的歧視，把這些經驗提出來討論。

最後，叫兒童再檢討他們所提出，對抗那拉星球人歧視和偏見的策略。把這些策略，和早期的亞裔移民的行動作比較，然後叫兒童斷定，他們提出的解決法，在實際情況下，是否適切可行。

### 實施目標

#### 活動三

#### 兒童應學會：

1. 說出美國最先築成的鐵路幹線。
2. 說明華人對美國鐵路建造的貢獻。
3. 描述這些鐵路的重要性。

### 教材

亞美中心 1. 故事書「早期華人移民」。

- |                           |
|---------------------------|
| 2. 教學圖片「鐵路華工」。（第 69-72 頁） |
| 3. 習作紙「鐵路迷陣」。（第 73 頁）     |

其他 1. 美國地圖。

- |                   |
|-------------------|
| 2. 有關鐵路的故事書和參考資料。 |
| 3. 爲樣裝展覽品用的厚紙。    |

### 教師參考資料

1. Asian American Studies Center. *Contacts and Conflicts*. Los Angeles: Regents of the University of California, 1975.
2. Cheng, Tsu-Wu, ed. *Chink!* New York: Meridian, 1972.
3. Chu, Daniel and Chu, Samuel. *Passage to the Golden Gate*. New York: Doubleday, Zenith Books, 1967.
4. Coolidge, Mary R. *Chinese Immigration*. New York: Henry Holt, 1909.
5. Lai, H. Mark and Choy, P.P. *Outlines of the History of*

4. Display the three Asian American history charts. Use these throughout the unit as aids in the discussion.
5. Discuss the reasons why people encounter prejudice or discrimination and relate them to the experience of Asian immigrants. Help the children conclude in terms understandable to them that people practice discrimination because they are ignorant about others, they fear what they do not understand, they take advantage of others, etc.

The children may have experienced name-calling or some other form of prejudice. Relate these experiences to the discussion.

The children are then to review the strategies that they suggested to overcome prejudice and discrimination on the planet Nara. Compare these to the actions taken by the Asian pioneers. The children should then judge whether their solutions are desirable and feasible in real life situations.

## LEARNING OBJECTIVE 2

The child will recognize that Chinese Americans have a common history in the United States.

### ACTIVITY 3

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Name the first major railroad built in the United States.
2. Explain the Chinese contribution to the building of American railroads.
3. Describe the significance of these railroads.

### Materials

- AABC 1. Storybook, "Chinese Pioneers"  
2. Teaching pictures, "Chinese Railroad Workers" (69-72)  
3. Worksheet, "Railroad Maze" (73)
- Other 1. Map of the United States  
2. Storybooks and reference materials on railroads  
3. Butcher paper for mounting display

### For teacher reference

1. Asian American Studies Center. *Contacts and Conflicts*. Los Angeles: Regents of the University of California, 1975.
2. Cheng, Tsu-Wu, ed. *Chink!* New York: Meridian, 1972.
3. Chu, Daniel and Chu, Samuel. *Passage to the Golden Gate*. New York: Doubleday, Zenith Books, 1967.
4. Coolidge, Mary R. *Chinese Immigration*. New York: Henry Holt, 1909.
5. Lai, H. Mark and Choy, P.P. *Outlines of the History of Chinese in America*. San Francisco: Chinese-American Studies Planning Group, 1973.

*Chinese in America*. San Francisco: Chinese-American Studies Planning Group, 1973.

6. Nee, Victor G. and de Bary Nee, Bret. *Longtime California*. Boston: Houghton Mifflin, 1974.

7. Sandmeyer, Elmer. *The Anti-Chinese Movement in California*. Urbana: University of Illinois Press, 1973.

8. Sun, Shirley. *Three Generations of Chinese*. Oakland: Oakland Museum, 1972.

9. Tung, William. *Chinese in America*. Dobbs Ferry, New York: Oceana Publications, 1974.

10. Wei Min She Labor Committee. *Chinese Working People in America*. San Francisco: United Front Press, 1974.

#### 說明

1. 叫兒童溫習故事書「早期華人移民」。特別注意鐵路工人。出示教學圖片「鐵路華工」，把圖片的說明高聲讀出。

2. 告訴兒童越州鐵路是在一八六九年完成。輔導他們給「越州」下定義。用厚紙做一個年表，幫助兒童理解時間的關係。年表從一七七六年開始，到目前為止。指出一八四九年是華人開始大批來美之時，而一八六九年則是越州鐵路築成時。兒童應認識，華人從一八四九年開始，已在美國定居了。

在美國地圖上，指出鐵路所經路線（用習作紙「鐵路迷陣」作參考）。

- c 華人爆破路基，挖掘隧道，穿過內華達山嶺。
  - d 這種工作很安全，沒有傷亡危險。
  - e 越州鐵路對西部開發很重要，它是華裔美國人的一个重大貢獻。
  - f 這種工作很容易做，薪酬又高。
4. 分發習作紙「鐵路迷陣」給兒童做。

5. 為增進兒童的知識，可做以下的一種活動：
  - a 安排到本地的火車站參觀。請一名職員作導遊，並講解現代鐵路情況，及今日鐵路的重要性。
  - b 教兒童唱：「John Henry」、「I've Been Working on the Railroad」、「及「This Train Is Bound for Glory」等歌曲，以強調很多美國人會參與修築鐵路的工作。鐵路是美國歷史上極重要而富傳奇性的一頁。

3. 叫兒童用舉手回答下面的說明，如果認為「對」的，就舉起一隻手；若認為「不對」，則高舉雙手：
  - a 華人只參加修築一條美國鐵路。
  - b 越州鐵路從加州的 Sacramento 伸延到猶他州的 Promontory Point。

6. Nee, Victor G. and de Bary Nee, Bret. *Longtime California*. Boston: Houghton Mifflin, 1974.
  7. Sandmeyer, Elmer. *The Anti-Chinese Movement in California*. Urbana: University of Illinois Press, 1973.
  8. Sun, Shirley. *Three Generations of Chinese*. Oakland: Oakland Museum, 1972.
  9. Tung, William. *Chinese in America*. Dobbs Ferry, New York: Oceana Publications, 1974.
  10. Wei Min She Labor Committee. *Chinese Working People in America*. San Francisco: United Front Press, 1974.
- e. The Transcontinental Railroad was a major contribution made by Chinese Americans to the development of the West.
- f. The work was easy and the pay was good.
4. Distribute the worksheet, "Railroad Maze," and have the children complete it.
5. As an enrichment activity, do one of the following:
  - a. Arrange a field trip to the local railroad station. Arrange for an official to give a tour and talk about the modern railroad and the importance of the railroad today.
  - b. Teach the songs, "John Henry," "I've Been Working on the Railroad," and "This Train Is Bound for Glory," etc., to emphasize that many people have worked on American railroads. Railroads are an important and legendary part of American history.
- Instructions**
1. Have the children review the storybook, "Chinese Pioneers." Focus on the railroad workers. Show the teaching pictures, "Chinese Railroad Workers." Read the text aloud.
  2. Tell the children the Transcontinental Railroad was completed in 1869. Help them define the term *transcontinental*. Make a timeline on butcher paper to help the children comprehend the time involved. Start the timeline at 1776 and bring it forward to the present. Show 1849, the year when large numbers of Chinese began to come to the United States and 1869, the completion date of the Transcontinental. The children should recognize that Chinese have lived in the United States since 1849.
- Trace the path of the railroad on a map of the United States (use the worksheet, "Railroad Maze," as a reference).
3. Tell the children to raise one hand when each of the following statements is "true," and two hands when "false":
    - a. The Chinese helped build only one American railroad.
    - b. The Transcontinental Railroad stretched from Sacramento, California to Promontory Point, Utah.
    - c. The Chinese blasted roads and dug tunnels through the Sierra Nevada.
    - d. The work was safe and involved no danger of injury or death.

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### 實施目標

兒童應學會：

1. 分辨公平或不公平的待遇及合理或不合理的工作條件。
2. 分析華人對不公平的待遇、不合理工作條件之反應。
3. 比較早期美國華人和今日美國華人的職業。

### 教材

- 亞美中心 1. 故事書 [早期華人移民]。  
 其他 1. [My Friend Roland Chan]。  
 華裔教師聯會 641 Golden Gate Avenue, San Francisco, CA 94102.

### 說明

1. 溫習故事書 [早期華人移民] 中，有關華人所從事的職業部分。
2. 解釋給兒童聽，那時華工在美國的薪酬很低，工作條件也很惡劣。

把下面假設的聘請啟事寫在兩張厚紙上：

中太平洋公司招請健康體壯之工人，前往美國修築鐵路。  
 待遇：每月二十六美元，伙食自備。  
 工作：開隧道、放炸藥、鋪路軌、及清理林木。  
 工時：日出至日落。

中太平洋公司招請健康體壯之工人，前往西部修築鐵路。

待遇：每月四十美元，供應伙食。

工作：開隧道、放炸藥、鋪路軌、及清理林木。  
 工時：每天十小時。

### 在美國的廣告

叫兒童比較這兩則廣告，試問美國工人與華工雖然工作相同，但薪酬和工作時數却有差異，這樣公平嗎？

3. 問兒童，對於薪酬低和超時工作，華工應有甚麼反應呢？把兒童的答案列寫在黑板上，然後告訴兒童實際情形：

當華工威脅要辭工時，鐵路僱主把他們的薪水提高至每月三十五元。一八六七年，五千名鐵路華工罷工，希望和只佔工人人數四分之一的美國工人，得到同等待遇和工作條件。但僱主停止供應糧食。華工忍飢捱餓，又得不到外面的支持，一星期後只好復工。

強調失敗的罷工與成功的罷工，往往具有同樣的價值。上述情形，華工贏了第一仗，輸了第二仗，無論如何還不能算是很糟的紀錄呢！將這些歷史事件，連繫到兒童自身受的不公平待遇上去。討論其他的對策，讓兒童自己決定應怎樣做。強調任何決定，只要是自主的、經過深思熟慮的、而非因畏懼或受脅迫所促成，都一樣有意義。為

## ACTIVITY 4

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Distinguish between fair and unfair pay and working conditions.
2. Analyze the Chinese response to unfair pay and working conditions.
3. Compare jobs of early Chinese in America with jobs of contemporary Chinese in America.

### Materials

AABC 1. Storybook, "Chinese Pioneers"

Other 1. "My Friend Roland Chan," The Association of Chinese Teachers, 641 Golden Gate Avenue, San Francisco, CA 94102.

### Instructions

1. Review the section on the jobs performed by the Chinese in the storybook, "Chinese Pioneers." Explain to the children that the wages of the early Chinese in America were often low and working conditions harsh.  
Write the following hypothetical job announcements on two pieces of butcher paper:

The Central Pacific Company is now hiring strong and healthy men to build a railroad in the United States.

Pay: \$26/month, excluding meals  
Tasks: tunneling, dynamiting, laying tracks, clearing timber  
Hours: Sunrise to sunset

Advertisement in China

The Central Pacific Company is now hiring strong and healthy men to build a railroad in the West.

Pay: \$40/month, including free meals  
Tasks: tunneling, dynamiting, laying tracks, clearing timber  
Hours: 10 hours/day

Advertisement in the United States

- Have the children compare the two advertisements. Is it fair to have such different wages and working hours for American workers and Chinese workers, even though the work would be the same?
3. Ask the children how they think Chinese railroad workers responded to their being underpaid and overworked. List the responses on the board. Then tell what actually happened:

When the Chinese railroad workers threatened to quit, the railroad owners raised their salaries to \$35 a month. In 1867, 5,000 Chinese railroad workers went on strike for pay and working conditions equal to that of whites, who were only one of every four workers. The railroad owners cut off the food supply to the workers. The workers were starving and did not have any outside support. The strike ended in a week.

Stress that striking and losing is often as valuable as striking and winning. In the situation above, the Chinese won the first battle and lost the second, not a poor record by any means.  
Relate these historical events to unfair situations in which the children may have been. Discuss alternative solutions and have the children make decisions about what to do. Stress that any decision is valid as long as it is made freely and thoughtfully and not because of fear

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My Friend, Roland Chan 1。

學習目標三

兒童應認識，日裔美國人具有在美國的共同歷史背景。

4. 叫兒童重提他們家人的職業，把這些職業和美國早期華人的職業作比較。因爲許多家庭移民背景的關係，有些人的職業還會和從前一樣，但一般來說，華人的職業範圍，已較前廣泛多了。指出幾位在你社區內有專業地位的華裔美國人。輔導兒童下結論說，自十九世紀中葉以來，華裔美國人就業的機會，已大爲改善，很久以前鐵路華工的罷工事件，對這個改善是有功勞的。
5. 為增進兒童的知識，可安排他們到附近博物館，或有歷史性的華裔美國人社區去參觀，例如：
- a 西雅圖的 Wing Luke 博物館。
  - b 三藩市或檀香山的中國歷史學會。
  - c 加州 Weaverville 的中國廟。
  - d 加州 Oroville 的中國廟。
  - e 加州 Marysville 的中國廟。
  - f 加州 Locke 鎮（全鎮由中國人興建）。

活動五

實施目標

- 兒童應學會：
- 1. 說出日本人在美國最早聚居之地。
  - 2. 講述這聚居地的歷史。

教材

- |      |    |       |         |
|------|----|-------|---------|
| 亞美中心 | 1. | 教學圖片。 | (74-78) |
| 其他   | 1. | 世界地圖。 |         |

教師參考資料

1. Chuman, Frank. *The Bamboo People*. Del Mar, CA: Publishers Inc., 1977.
2. Ichihashi, Yamato. *Japanese in the United States*. New York: Arno Press and The New York Times, 1969.
3. Uchida, Yoshiko. *Samurai of Gold Hill*. New York: Scribner's, 1971.
4. Materials from Japanese American Curriculum Project, P.O. Box 367, San Mateo, CA 94401
5. L 學習目標一 1 中之教師參考資料。

說明

1. 取出前一學習目標之年表，指出日本人首次在美國聚居是在一八六九年，距今已超過百年。把日期刻劃在年表上。**315**

- or intimidation. In this regard, you may want to show the open-ended filmstrip, "My Friend, Roland Chan."
4. Have the children review the jobs of their family members. Compare these occupations with those of early Chinese in America. While some jobs may be the same, due to immigrant backgrounds of many families, a wider range of jobs should exist among the children's families. Cite some Chinese Americans holding professional positions in your community. Help the children conclude that job opportunities for Chinese Americans have improved since the 1800s. The railroad strike long ago helped win this improvement for Chinese today.
  5. As an enrichment activity, arrange a field trip to a local museum or a historic Chinese American community, such as:
    - a. Wing Luke Museum in Seattle
    - b. Chinese Historical Society in San Francisco or Honolulu
    - c. Joss House in Weaverville, California
    - d. Joss House in Oroville, California
    - e. Joss House in Marysville, California
    - f. Locke, California (town built entirely by Chinese)

### LEARNING OBJECTIVE 3

The child will recognize that Japanese Americans have a common history in the United States.

#### ACTIVITY 5

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Name the first Japanese settlement in America.
  2. Recount the historical events regarding the settlement.
- Materials**
- AABC 1. Teaching pictures, "The Wakamatsu Colony" (74-78)  
Other 1. World map
- For teacher reference**
1. Chuman, Frank. *The Bamboo People*. Del Mar, CA: Publishers Inc., 1977.
  2. Ichihashi, Yamato. *Japanese in the United States*. New York: Arno Press and The New York Times, 1969.
  3. Uchida, Yoshiko. *Samurai of Gold Hill*. New York: Scribner's, 1971.
  4. Materials from Japanese American Curriculum Project, P.O. Box 367, San Mateo, CA 94401
  5. Materials listed for teacher reference under Learning Objective 1

### Instructions

1. Bring out the timeline begun in the previous learning objective and point out that the first settlement of Japanese in America was in 1869, over one hundred years ago. Mark this date on the timeline.

- 2 分發教學圖片 [ Wakamatsu 殖民地 ] , 把圖片的說明高聲唸出。
- 3 叫兒童在教學圖片上着色。
- 4 教師可把 *Samurai of Gold Hill* 書中的幾段，讀給兒童聽，作為隨後的補充活動。

## 活動六

### 實施目標

兒童應學會：

1. 解釋照片新娘制度。
2. 對美國早期亞洲婦女的貢獻，表示賞識。

### 教材

- |      |                                                          |
|------|----------------------------------------------------------|
| 亞美中心 | 1. 故事書 [ 心志堅如富士山 ] 。                                     |
| 其他   | 1. 亞洲作家計劃， <i>Sojourner IV</i> , 1974 年<br>( 可向本中心購得 ) 。 |
|      | 2. 紙碟、酒精筆、毛線、手工紙。                                        |

### 教師參考資料

1. *Asian Woman*. Berkeley, CA: Asian American Studies Dept., University of California, 1971.

### 說明

1. 與兒童同讀故事書 [ 心志堅如富士山 ] 。討論故事時，着重於故事的女主角如何不畏困難，在美國開創新生活：
  - a 你想為何早期的日本人，要用 L 照片新娘 ] 制度來選擇新娘？那是個好辦法嗎？為甚麼是或為甚麼不是？
  - b 你為何認為富士山是日本人力量的象徵呢？

- c 當這些照片新娘來到美國時，你認為是甚麼事使她們的感受不一樣？
- d 這些照片新娘來到這個國家後，必須面對甚麼困難？
- e 在美國，有些甚麼事是日本移民所喜愛的？

- 
- 2. Distribute the teaching pictures, "The Wakamatsu Colony." Read the text aloud.
  - 3. Have the children color the teaching pictures.
  - 4. As a follow-up activity, read portions of *Samurai of Gold Hill* to the children.

## ACTIVITY 6

### PERFORMANCE OBJECTIVES

The child will be able to:

- 1. Explain the picture bride system.
- 2. Express appreciation for the early contributions of Asian women in America.

#### Materials

AABC 1. Storybook, "A Heart As Strong as Mt. Fuji"

Other 1. Asian Writers Project, *Sojourner IV*, 1974 (available through the Asian American Bilingual Center)  
2. Paper plates, markers, yarn, construction paper

#### For teacher reference

- 1. *Asian Woman*. Berkeley, CA: Asian American Studies Dept., University of California, 1971.

#### Instructions

- 1. Read the storybook, "A Heart as Strong as Mt. Fuji," with the children.  
Discuss the story. Focus on how the main character resolved to start her new life in America despite all the uncertainties:

- a. Why do you think the early Japanese used the "picture bride" system to choose a bride? Was it a good idea? Why or why not?
- b. Why do you think Mt. Fuji was a symbol of strength to the Japanese?
- c. What things do you think must have been different for the picture brides when they reached America?
- d. What were some difficulties the picture brides had to face in their new country?
- e. What were some of the things that the Japanese immigrants enjoyed in America?
- f. What is tofu?

## 學習目標四

兒童應認識，菲裔美國人具有在美國的共同歷史背景。

- f 甚麼叫豆腐？  
g 你認爲日本人爲何不可買地置產？這樣公平嗎？  
h 甚麼叫「隔離」學校？有哪些其他的人要進隔離學校讀書？是誰？爲甚麼？
- 2 叫兒童用手工紙、酒精筆、和毛線，在紙碟上製成一幅母親像（或另一女性親戚的像）。然後叫他們寫一個關於母親的短篇故事，或由兒童口述，教師筆錄。把他們母親的經歷，與故事中女主角的經歷做比較。
- 3 把所有的畫像和所寫的故事展覽，命名爲「她的故事」。輔助全體兒童綜合女性過去和目前所扮演的重要角色，寫成一首詩。把詩寫在手工紙上，一併展出。
- 4 高聲誦讀 *Sojourner IV* 書中有關亞洲婦女的故事和詩歌，以作隨後的補充活動。

- 活動七 寶施目標
- 兒童應學會：
- 給「流動性工人」一詞下定義。
  - 在美國西海岸地圖上，把早期菲律賓流動性工人遷徙的路線，描繪出來。
  - 說明早期菲律賓農場工人，對西海岸糧食生產的重要性。
- 教材
- 亞美中心 1 習作紙上流動性工人遷徙路線 7（第 79-80 頁）。
- 其他 1 美國西海岸大地圖。  
2 生菜、芹菜、甜菜、海帶、馬鈴薯、蕃茄、紅蘿蔔、蘆筍、蘋果、糖、甘蔗、及菠蘿的圖片或實物。

## 教師參考資料

- Asian American Studies. *The Filipino Exclusion Movement*. Berkeley, CA: Berkeley Unified School District, 1971.
- Asian American Studies Center. *Letters in Exile*. Los Angeles: Regents of the University of California, 1976.
- Buaken, Manuel. *I Have Lived with the American People*. Caldwell, ID: Caxton Printers, Ltd., 1948.

#### **LEARNING OBJECTIVE 4**

- g. Why do you think the immigrant Japanese were not allowed to buy land? Was that fair?
- h. What is a “segregated” school? Were other groups of people forced to go to segregated schools? Who? Why?
2. Have the children make paper plate portraits of their mothers or another female relative, using construction paper, markers, and yarn. Then have the children write or dictate short stories about their mothers. Compare and contrast their mothers’ experiences with those of the main character.
3. Display all the portraits and stories and title the display, “Her Story.” Help the class write a poem about women to summarize their important role in history and in the present. Write the poem on construction paper and add it to the display.
4. As a follow-up activity, read aloud some of the stories and poems about Asian Women in *Sojourner IV*.

#### **ACTIVITY 7**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Define *migrant worker*.
2. Plot the route of early Filipino migrant labor on a map of the West Coast.
3. Describe the importance of early Filipino farmworkers to West Coast food production.

#### **Materials**

- AABC 1. Worksheet, “Migrant Worker Route” (79-80)  
Other 1. Large map of the West Coast  
2. Pictures or samples of lettuce, celery, beets, grapes, potatoes, tomatoes, carrots, asparagus, apples, sugar, sugar cane, and pineapples

#### **For teacher reference**

1. Asian American Studies. *The Filipino Exclusion Movement*. Berkeley, CA: Berkeley Unified School District, 1971.
2. Asian American Studies Center. *Letters in Exile*. Los Angeles: Regents of the University of California, 1976.
3. Buaken, Manuel. *I Have Lived with the American People*. Caldwell, ID: Caxton Printers, Ltd., 1948.
4. Bulosan, Carlos. *America Is in the Heart*. Seattle: University of Washington Press, 1973.
5. Canillo, Alex, et al., eds. *Pinoy Know Yourself*. Santa Cruz: Third World Teaching Resource Center, University of California, 1975.

4. Bulosan, Carlos. *America Is in the Heart*. Seattle: University of Washington Press, 1973.

5. Canillo, Alex, et al., eds. *Pinoy Know Yourself*. Santa Cruz: Third World Teaching Resource Center, University of California, 1975.

6. Galledo, Lillian and Mar, Theresa. *Filipinas in a Farm Labor Camp*. Asian American Studies Working Publication No. 3. Davis: University of California, 1970.

7. Kim, H.Z. and Mejia, C.C. *Filipinos in America 1898-1974*. Dobbs Ferry, NY: Oceana Publications, 1976.

8. Lasker, Bruno. *Filipino Immigration*. New York: Arno Press and The New York Times, 1969.

9. Navarro, Jovina. *Diwang Filipino*. Davis: University of California, Asian American Studies, 1974.

10. Santos, Bievenido. *The Day the Dancers Came*. Manila: Bookmark, 1967.

11. Materials listed for teacher reference under Learning Objective 1.

#### 說明

1. 再將先前上學習目標 1 的年表拿出來。溫習上概念要旨—1 所提到的，一八九八年美國佔領菲律賓的史實。後來，在二十世紀初期，菲人便移民美國。在年表上，給這段時期做個記號。早期的菲律賓人，像其他亞裔人一樣，是來美國工作的。

2. 展出蔬菜和水果的圖片或實物，叫兒童指出每項的名稱。告訴兒童，早期來美國的菲律賓人，在加州、夏威夷、俄勒岡州、及華盛頓州，種植這些蔬菜和水果。在西海岸地圖上指出這些州份。過去六十年來，菲人對美國水果和蔬菜的生產，作了不少貢獻。

3.

把食物圖貼在牆上，比較水果和蔬菜，及花草和樹木：

- a 花是否一年到頭都開？
- b 樹是否一年到頭都有綠葉？
- c 你能否一年到頭都種紅蘿蔔嗎？
- d 你若是農夫，你能否一年到頭都收穫紅蘿蔔嗎？

解釋蔬菜和水果是有季節性的。為了整年都有工做，或流動性工人，便要隨農作物不同的收成季節，到處流徙。沒有收成的時候，有些菲律賓人要遠到亞拉斯加的三文魚罐頭廠裏做工。輔助兒童給上流動性工人 1—詞下定義。

- 4. 分發習作紙上流動性工人遷徙路線 1，並叫兒童把習作完成。
- 5. 輔助兒童得出結論：早期菲裔移民對美國農業有貢獻。

6. Galledo, Lillian and Mar, Theresa. *Filipinas in a Farm Labor Camp*. Asian American Studies Working Publication No. 3. Davis: University of California, 1970.
7. Kim, H.Z. and Mejia, C.C. *Filipinos in America 1898-1974*. Dobbs Ferry, NY: Oceana Publications, 1976.
8. Lasker, Bruno. *Filipino Immigration*. New York: Arno Press and The New York Times, 1969.
9. Navarro, Jovina. *Divwang Pilipino*. Davis: University of California, Asian American Studies, 1974.
10. Santos, Bienvindo. *The Day the Dancers Came*. Manila: Bookmark, 1967.
11. Materials listed for teacher reference under Learning Objective 1.

### Instructions

1. Bring out the timeline continued in the previous learning objective. Review the American takeover of the Philippines in 1898 presented in Conceptual Statement I. Subsequently, Filipinos came to America in the early 1900s. Mark this period on the timeline. Like other Asians, the early Filipinos came to the United States to work.
  2. Show the pictures or samples of fruits and vegetables. Have the children identify each item. Tell the children that the early Filipinos in America harvested these fruits and vegetables in California, Hawaii, Oregon, and Washington. Point to these states on the map. For the last sixty years, Filipinos have helped supply Americans with fruits and vegetables.
  3. Post the pictures of food on the wall. Draw a parallel between fruits and vegetables, and between flowers and trees:
    - a. Do flowers bloom all year round?
    - b. Do trees have green leaves all year round?
    - c. Can you grow carrots all year round?
    - d. If you were a farmworker, could you harvest carrots all year round?

## 活動八 實施目標

### 兒童應學會：

- 說出菲裔美國人聚居人數最多的三個地區。
- 編製一套關於菲裔美國人歷史的膠片，在高架幻燈機放映。

### 教材

- |      |    |                           |                                                                                                                                          |      |    |     |    |     |    |
|------|----|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------|----|-----|----|-----|----|
| 亞美中心 | 1. | 活動手冊「菲律賓人在美國」（第 81-84 頁）。 | （指派六名學生繪出農場工人在田間工作的情形，及畫出所有的五個州份。）                                                                                                       |      |    |     |    |     |    |
|      | 2. | 習作紙「菲裔美國人歷史」（第 85 頁）。     | （指派一名學生繪出每一種的水果和蔬菜，在工作營裡的農工，和人們在晚餐中吃那些蔬果。）                                                                                               |      |    |     |    |     |    |
| 其他   | 1. | 透明膠片。                     | （指派一名學生繪出這些事實：）                                                                                                                          |      |    |     |    |     |    |
|      | 2. | 丙烯顏料、墨汁、或寫膠片用的墨汁。         | <table border="0"> <tr> <td>公平薪酬</td> <td>沒有</td> </tr> <tr> <td>消費權</td> <td>沒有</td> </tr> <tr> <td>公民權</td> <td>沒有</td> </tr> </table> | 公平薪酬 | 沒有 | 消費權 | 沒有 | 公民權 | 沒有 |
| 公平薪酬 | 沒有 |                           |                                                                                                                                          |      |    |     |    |     |    |
| 消費權  | 沒有 |                           |                                                                                                                                          |      |    |     |    |     |    |
| 公民權  | 沒有 |                           |                                                                                                                                          |      |    |     |    |     |    |
|      | 3. | 毛筆、筆桿及筆尖。                 | （指派三名學生繪出工人罷工、出席法庭作証、豎起菲律賓社區中心一個標誌、和建築 Agbayani 村。）                                                                                      |      |    |     |    |     |    |
|      | 4. | 高架幻燈機。                    |                                                                                                                                          |      |    |     |    |     |    |

### 說明

- 分發活動手冊「菲律賓人在美國」，叫兒童做手冊上四頁的活動。
  - 叫兒童編製一套有關菲裔美國人歷史的膠片。分發習作紙「菲裔美國人歷史」，讓每個兒童負責一部份插圖。
- 叫兒童編製一套有關菲裔美國人歷史的膠片。分發習作紙「菲裔美國人歷史」，是在二十一世紀初期。
  - （指派一名學生畫出兩個國家之間的路線，並可包括兩國的國旗。）

早期的華人大多數都是年輕人。他們來做農工。他們在夏威夷、加州、俄勒岡州、華盛頓州、和阿拉斯加工作。

農工在烈日下工作，是很辛苦的。但非人農業技術精良，種出了紅蘿蔔、蕃茄、甜菜、芹菜、葡萄、生菜、蘆筍、李子、和油桃，供全美國的人享用。

儘管他們的貢獻那麼大，非人還是受到不平等的待遇。他們工資低，法律不准他們購置產業，也不許入美籍。

菲律賓早期移民，決心改善他們的生活。他們為爭取公平待遇而罷工，為爭取國產權而打官司，組織保存本國文化的機構，以及為他們的老人建築居所。

（指派六名學生繪出農場工人在田間工作的情形，及畫出所有的五個州份。）

（指派十一名學生繪出每一種的水果和蔬菜，在工作營裡的農工，和人們在晚餐中吃那些蔬果。）

（指派一名學生繪出這些事實：）

（指派三名學生繪出工人罷工、出席法庭作証、豎起菲律賓社區中心一個標誌、和建築 Agbayani 村。）

（指派一名學生畫出兩個國家之間的路線，並可包括兩國的國旗。）

（指派六名學生繪出農場工人在田間工作的情形，及畫出所有的五個州份。）

（指派十一名學生繪出每一種的水果和蔬菜，在工作營裡的農工，和人們在晚餐中吃那些蔬果。）

（指派一名學生繪出這些事實：）

（指派三名學生繪出工人罷工、出席法庭作証、豎起菲律賓社區中心一個標誌、和建築 Agbayani 村。）

（指派一名學生畫出兩個國家之間的路線，並可包括兩國的國旗。）

## ACTIVITY 8

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Name three areas in the United States where large numbers of Filipino Americans live.
2. Develop an overhead projector show about Filipinos in America.

#### Materials

- AABC 1. Activity book, "Filipinos in America" (81-84)  
2. Teaching text, "Filipino American History" (85)

- Other 1. Sheets of acetate, 8" x 10" or larger  
2. Acrylic paints, india or acetate ink  
3. Brushes, pen holders and nibs  
4. Overhead projector

#### Instructions

1. Distribute the activity book, "Filipinos in America." Have the children do the activities on each of the four pages.
2. Have the children make an overhead projector show about Filipino American history. Distribute the teaching text, "Filipino American History." Give each student a portion to illustrate as suggested.

#### Filipinos in America

(Assign a student to draw the title slide.)

Filipinos first came to the United States in large numbers in the early 1900s.

(Assign a student to draw the route between the two countries. The flag of the two countries can be included.)

Most of the early Filipinos were young men who became farmworkers. They worked in Hawaii, California, Oregon, Washington, and Alaska.

(Assign 6 students to illustrate the farmworkers in the fields and each of the five states.)

Farmwork was backbreaking labor under the hot sun. But because of the skill of the Filipino farmworker, carrots, tomatoes, beets, celery, grapes, lettuce, asparagus, plums, and nectarines were harvested, then eaten and enjoyed by people throughout the United States.

Despite their contributions, Filipinos were treated unfairly by many people. Wages were low. The Alien Land Law prevented Filipinos from owning property for many years. Citizenship was denied.

The Filipino pioneers were determined to improve their life. They went on strike for fair wages; they sued for their property rights; they formed organizations to maintain their cultural heritage; they built housing for their elderly.

(Assign 11 students to illustrate each of the fruits and vegetables, the farmworkers in their labor camps, and people enjoying fruits and vegetables at dinners.)

(Assign a student to illustrate these facts as shown.)

fair wages	No
property rights	No
citizenship rights	No

(Assign 3 students to illustrate workers picketing, appearing before a court, raising a sign over a new Filipino Community Center, and building Agbayani Village.)

(Assign 6 students to illustrate the farmworkers in the fields and each of the five states.)

目前約有四十萬菲人住在美國，大多數是新移民。其中有農工、教師、醫生、藝術家、護士、木匠、救火員和法官等。菲律賓人在美國歷史上擔任了重要的角色。

兒童應先用鉛筆把草圖畫在紙上，教師查看後，示範怎樣把圖畫轉印在一幅尺度適中的膠片上。  
將膠片覆在圖畫上，用紙夾夾住，或用膠紙黏牢亦可。  
○用丙烯類顏料和墨或膠片墨汁，把圖畫抄在膠片上。  
○切記在抄完後，要把毛筆及筆尖洗淨，否則丙烯類的顏料會硬化，而損壞毛筆和筆尖。請另一班的兒童來觀看，及討論這套膠片。

(指派學生畫出各種行業，並畫一幅包括菲律賓和其他美國人的多種族社會圖畫。)

## 總結活動

### 實施目標

#### 兒童應學會：

- 1 在一個猜謎遊戲中，舉出起碼一件關於亞美歷史的事實。
- 2 畫一幅有關亞美歷史的壁畫。

#### 教材

- 其他 1 手工紙、厚紙、一幅兩公尺長未經漂染的細薄棉布、漆刷、不同顏色的 Inko 染料，或以水泥為沖淡劑的織物顏料（油漆或染料）、蒸汽浸斗。

#### 說明

1. 把全班分成兩組，玩一種遊戲。
  - a 在一張手工紙上，寫一個有關亞美歷史的問題，在背面，寫一個號碼，比如十、二十、或三十，表示問題的深淺程度。準備一套這樣的問題。
  - b 把同數目的問題分給每組，讓每組都有充足時間把答案寫在卡片上，然後收回卡片。
  - c 將每組答對問題所得分數，記錄在黑板上，統計全隊所得積分，而決定勝負。
- 2 和兒童一同設計一幅壁畫，用亞美歷史圖表來做參考，鼓勵兒童以新觀念和新意像製作壁畫。  
叫他們先在厚紙上描出草圖。然後叫他們小心地用 Inko 染料，或一種以水為沖淡劑的織物顏料，在棉布上

Today, approximately 400,000 Filipinos live in America. Many of them are newly arrived immigrants, some are farm-workers, some are teachers, doctors, artists, nurses, carpenters, firefighters, and judges. They have all played an important role in American history.

(Assign students to illustrate the various professions and to draw a multiethnic scene of Filipinos and other Americans.)

## CULMINATING ACTIVITY

### PERFORMANCE OBJECTIVES

- The child will be able to:
1. State at least one fact about Asian American history while playing a guessing game.
  2. Make a mural about Asian American history.

#### Materials

- Other 1. Construction paper, butcher paper, two meters of unbleached muslin, paint brushes, Inko dye or water base textile ink (paint or dye) of different colors, steam iron

#### Instructions

1. Divide the class into two teams to play a game.
  - a. Write a question about Asian American history on a piece of construction paper. On the other side of the paper, write a number to represent the point value of the question, such as 10, 20 or 30. Prepare a set of these questions.
  - b. Distribute an equal number of questions to each team. Allow enough time for the teams to write the answers on the cards, then collect them.
  - c. On the chalkboard, record the point values scored by each team for the correct answers. Total the scores to determine the winning team.

Show the overhead projector program, accompanying it with the narrative provided on the worksheet. Invite another class to see and discuss the show.

Lay the acetate over the drawing, while holding the drawing secure with paper clips or tape. Use acrylic paints and india ink or acetate ink to reproduce the drawing onto the acetate. Be sure to clean the brushes and pen tips (nibs), otherwise the acrylic will harden and ruin the brushes and nibs.

Show the overhead projector program, accompanying it with the narrative provided on the worksheet. Invite another class to see and discuss the show.

Have them draw sketches on butcher paper first. Then have them carefully paint the pictures on the muslin with Inko dye or water base textile ink. When the Inko dye is

畫圖。Inko 染料一經燙斗燙過或經太陽曝曬，便會現出鮮明的顏色。

織物油墨（染料）與廣告顏料的形狀相似。用時應按照說明書的指示去做，或用燙斗燙，或把它放在衣服烘乾機內迴旋一次。織物顏料似比 Inko 顏料更佳，因為色澤前後不變，Inko 染料則在未燙或固定前，顏色常較淺。

最後，把壁畫展覽出來。

ironed or exposed to bright sunlight, it will develop brilliant colors.

Textile inks (dye) come in a paint form similar to poster paint. Use as directed and iron or place in a hot dryer for one cycle. The textile paints may tend to be a better choice than Inko dye because the colors are the same in the jar as the finished product, whereas the Inko dyes tend to be lighter in color until ironed or set.

Display the mural.

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概念要旨三

種族羣體的成員具有共同的文化背景。

學習目標一

兒童應認識，多數種族羣體具有共同的語言。

活動一至三

學習目標二

兒童應認識，種族羣體的成員具有共同的習俗。

活動四至七

總結活動

### **CONCEPTUAL STATEMENT III**

The members of an ethnic group share a cultural background.

#### **LEARNING OBJECTIVE 1**

The child will recognize that most ethnic groups share a common language.

Activities 1 - 3

#### **LEARNING OBJECTIVE 2**

The child will recognize that members of an ethnic group have the same traditions.

Activities 4 - 7

#### **CULMINATING ACTIVITY**

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## 學習目標一

兒童應認識，多數種族羣體具有共同的語言。

- 2 剪出九個方格，每個格都和卡上的方格一樣大小，並在格內繪出與那些中文字相關的圖畫。

### 說明

1. 把中文書報、雜誌等給兒童看，叫他們指出中國字的幾種特色。
  - a 中文依傳統寫法是由上至下直寫的。
  - b 中文字由橫、豎、或斜的筆劃合成。

### 實施目標

#### 兒童應學會：

1. 指出中國語言的一種特色。
2. 說出在美國華人通用的兩種方言。
3. 把中國古代象形文字與現代文字相吻合。
4. 自己創作象形文字，用來寫一句含有意義的句子。
5. 熟練的玩中國文字的 bingo 遊戲。

### 教材

- 亞美中心 1. 教學圖片 L 中國書法 1 ( 86-90 頁 ) 。
2. 習作紙 L 中國象形字 1 。(91)
3. 習作紙 L 中國字 1 。(92)
- 其他 1. 中文書報、及雜誌。

### 教師自製教具

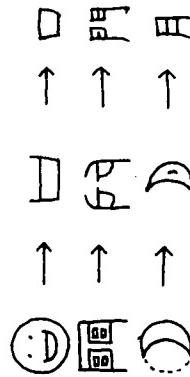
1. 製做 bingo 卡片：就是在一張紙或紙板上畫九個方格。在每一方格上寫一個中文字，這些字應從本項活動所介紹的字裏選出。但切記卡上的中文字排列必須每張不同，就是沒有兩個兒童持有相同的卡片。

1. 把中文書報、雜誌等給兒童看，叫他們指出中國字的幾種特色。
  - a 中文依傳統寫法是由上至下直寫的。
  - b 中文字由橫、豎、或斜的筆劃合成。

#### 告訴兒童：

- a 中文字英文叫 *characters* 。
- b 中文字可以直寫或橫寫。
- c 中文字直寫時，要由上至下，從右至左去讀；橫寫時則由左至右讀，像英文一樣。
- d 華語有許多種方言，例如台山話、廣東話（粵語）、普通話（國語）等。中國各地的人民，都有自己的方言。如果本班是雙語班，教師可調查兒童的華語有哪幾種，並列寫在黑板上。

2. 檢印分發教學圖片 L 中文書法 1 ，叫兒童看圖上的三欄。輔助他們發現，象形字及它們所代表事物的關係，然後指導他們自己去發現這三欄之間的關係。給兒童顯示，象形字所代表的事物之外貌，如何在字體上表現出來（例如鳥羽）。將下面的中文字繪在黑板上，然後指出字體的演變。



## LEARNING OBJECTIVE 1

The child will recognize that most ethnic groups share a common language.

### ACTIVITY 1

#### PERFORMANCE OBJECTIVES

The child will be able to:

1. Point out one unique characteristic of the Chinese language.
2. Name the two Chinese dialects commonly spoken in America.
3. Match ancient Chinese pictographs with their present forms.
4. Create pictographs and write a meaningful sentence with them.
5. Successfully play a bingo game involving Chinese characters.

#### Materials

- ABC 1. Teaching pictures, "Chinese Writing" (86-90)  
2. Worksheet, "Chinese Pictographs" (91)  
3. Worksheet, "Chinese Characters" (92)
- Other 1. Chinese language books, newspapers, and magazines

#### For teacher preparation

1. Make bingo cards by drawing nine squares on a sheet of paper or cardboard. In each square, draw a Chinese character from those introduced in this activity. Make sure that the arrangement of characters is different on each card, so that no two children will have the same card.

2. Cut out squares of paper that are the same size as the squares on the cards. Draw pictures on the cutout squares that correspond to the characters.

#### Instructions

1. Display the Chinese books, newspapers, and magazines. Have the children point out some of the characteristics of Chinese written language:
  - a. It is written traditionally in a vertical format.
  - b. The characters are sometimes written in the form of vertical, horizontal, or diagonal lines.Tell the children that:
  - a. Chinese words are called *characters*.
  - b. Chinese is written either vertically or horizontally.
  - c. When it is written vertically, it reads from top to bottom, right to left. When it is written horizontally, it reads from left to right as in English.
  - d. There are many varieties of Chinese, such as Toishanese, Cantonese, and Mandarin. People from different regions in China speak their regional dialect.In Chinese bilingual classes, ask the children what dialects they speak. List the dialects on the chalkboard.
2. Reproduce and distribute the teaching pictures, "Chinese Writing." Ask the children to examine the three columns. Help them to discover the relationship between the pictographs and the objects they represent. Then lead the children to discover the relationship of all three columns. Show how the features of the objects represented (such as the feathers of a bird) appear in the pictographs. Draw the characters below on the board and point out the development of the characters.



叫兒童剪出教學圖片上的格子，把次序混亂後重組，放在適當的欄內。

## 活動二

### 實施目標

3. 分發習作紙上中國象形字「人」及「中國字」，叫兒童做練習，找答案時可參考數學圖片「中文字」。
4. 在黑板上寫幾個字，例如：人、花、看、吃、牛肉飽（hamburger）等。

分給兒童一些白紙，叫他們爲上面的每一個字創作象形字，並用來組成含有意義的句子，例如：「人看花」、「人吃牛肉飽」等。做完後大家交換來看，試譯出別人造的句子。

5. 分發每個兒童一張教師自製的bingo卡片，和九個有圖形的方格子。教師先叫出卡上一個字，兒童便把該字的方格圖放在相關的字格上。教師繼續叫出卡片上的單字，直到其中一人，在自己的卡片上中了直行、橫行或斜行三字爲止。中了這樣三個字的兒童應叫出一聲「Bingo！」。
- 當兒童叫了「Bingo！」後，檢查他的卡片看，有圖的方格是否對準相關的字，及是否爲教師所叫出的那些字。

### 兒童應學會：

1. 指出日本語文的一種特色。
2. 用「平假名」寫五個字。
3. 說出「俳句」是甚麼。

### 教材

- |      |                         |
|------|-------------------------|
| 亞美中心 | 1. 教學圖片「平假名」。（第93-97頁）。 |
|      | 2. 習作紙「日本字」。（第_____頁）。  |
| 其他   | 1. 日本書報及雜誌。             |

### 說明

1. 複印及分發教學圖片「平假名」，叫兒童一面看圖一面重複讀那些字。  
告訴他們：  
  - a. 這種寫法系統叫做「平假名」。
  - b. 平假名是日文的發音系統；每個符號就代表一個固定音節。例如 *sakana* 這個字就有三個符號，每個符號代表一個音節。
問兒童下列的字各有多少個符號？  
*hayashi* 二字, *hi* 二字, *yama* 二字, *tori* 二字。
2. 叫兒童看日文的書報。他們應看到日文可直寫或橫寫，同時，還可能注意到日文有兩種寫法：「片假名」和「漢字」。

片假名主要用於外來語；漢字源於中文。

Have the children cut out and mix the boxes on their teaching pictures. Then have them regroup the boxes into the appropriate columns.

3. Distribute the worksheets, "Chinese Pictographs" and "Chinese Characters." Have the children complete them. Refer to the teaching pictures, "Chinese Writing," for the answers.
4. Write several words on the board, such as *person*, *flower*, *see*, *eat*, *hamburger*.

Pass out paper to the children and ask them to create a pictograph for each word. Then ask the children to write sentences using their pictographs; for example, "The person sees a flower." "The person eats a hamburger."

Afterwards, the children should try to read each others' sentences.

5. Give each child one of the bingo cards and nine cutout squares with the pictures drawn on them. Call out a word that is represented on a square.
- Each child will then place the square that has the drawing representing that word on top of the corresponding character on his/her card. Continue to call out one word at a time until a child covers three words in a vertical, horizontal, or diagonal row, and calls "Bingo!" When a child has called "Bingo!" check his/her card to be sure that the pictures match the characters and that those characters were called out.

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Point out one unique characteristic of the Japanese language.
2. Write five words in *hiragana*.
3. Describe a haiku.

### Materials

- AABC 1. Teaching pictures, "Hiragana" (93-97)  
2. Worksheet, "Japanese Writing" (98)

- Other 1. Japanese books, newspapers, and magazines

### Instructions

1. Reproduce and distribute the teaching pictures, "Hiragana." Have the children repeat the words as they look at each page.

Tell the children that:

- a. The system of writing shown is called *hiragana* (*hee-rah-GAH-nah*).
- b. *Hiragana* is a syllabary; each symbol represents a definite syllable. In the word *sakana*, for example, there are three symbols, one for each syllable.

Ask the children how many symbols are in: *hayashi* ハヤシ, *hi* ヒ, *yama* ヤマ, *tori* ドリ.

2. Have the children examine the Japanese newspapers and books. The children should note that Japanese is written either vertically or horizontally. They may also notice the existence of two other Japanese systems of writing: katakana and kanji.

Katakana is used mainly for words of non-Japanese origin. Kanji is derived from Chinese.

3. Distribute the worksheet, "Japanese Writing." Have the children practice writing the five Japanese words.

3. 分發習作紙 L 日本字 1，叫兒童練習書寫所列出的三個日本字。

### 活動三

#### 實施目標

4. 把下面的俳句寫在黑板上：
- 生活曠野裏，  
一生不會搬過家，  
像棵仙人掌。  
——Kazuhide Taketra  
華盛頓中學  
加州柏克萊

咯，你吵甚麼？  
咯，你又在吵甚麼？  
無禮的牛蛙。

—Shirley Allen  
華盛頓中學  
加州柏克萊

能手吹喇叭，  
爵士樂聲熱如火，  
聽衆冷若冰。  
——Kirk Deal  
華盛頓中學  
加州柏克萊

向兒童解釋，俳句是一種日文詩，格律是分作三行，第一行五個音節，第二行七個，第三行五個。第一二行定出詩境，第三行往往提示令人驚訝的不同的意象。

叫兒童從黑板上的俳句發現這個格律。叫他們指出行數，及每行的音節數目，並數數中文（或英人）的音節，恰等於日文的假名。

程度較高的兒童可嘗試寫首俳句。

#### 兒童應學會：

1. 指出菲律賓語文的一種特色。
2. 指出在美國的菲律賓人通用的兩種菲律賓語。
3. 用菲律賓語說兩句話。
4. 用菲律賓文的 alibata 寫出自己的名字。

#### 教材

- |      |                                   |
|------|-----------------------------------|
| 亞美中心 | 1. 教學圖片 L 菲律賓文 1。（第 99-104 頁）     |
|      | 2. 習作紙 L 菲律賓文字母系統 1。（第 105-106 頁） |
|      | 3. 活動卡片 L Alibata 1。（第 107 頁）     |

#### 教師參考資料

1. Laygo, Teresito. "What is Filipino?" Berkeley, CA: Asian American Bilingual Center, 1976.

#### 說明

1. 檢印分發教學圖片 L 菲律賓文 1，把圖片上每個字和片語讀出，並叫兒童跟着讀。
2. 把有關菲律賓文的下列各點告訴兒童：
  - a. 它是菲律賓的法定語言。
  - b. 它是根據菲律賓主要語言之一（他加祿語）構成的。
  - c. 菲律賓文的 abakada（舊字母系統）共有二十個字。（一九七一年，Institute of National Language 把字母系統現代化，使包括以下字母：

4. Write the following haiku on the board:

Lives in a desert  
And never moved away  
An old dry cactus.

—Kazuhide Taketra  
Washington School  
Berkeley, CA

Burp, beg your pardon  
Burp, beg your pardon again  
Ill-mannered bullfrog!

—Shirley Allen  
Washington School  
Berkeley, CA

Louis Armstrong blows  
His jazz horn blazing hot!....  
The people are cool.

—Kirk Deal  
Washington School  
Berkeley, CA

Explain that haiku are Japanese poems which must be written in three lines. The first line must have five syllables, the second seven syllables, and the third, five syllables. The first two lines set the mood of the poem. The last line is often a surprise, because it suggests a different thought from the other lines.

Have the children discover this pattern in the haiku on the board. Ask them to identify the number of lines and the number of syllables in each line. Have the children equate syllables in English with the symbols in hiragana.

Advanced children may attempt to write a haiku. Have them illustrate their haiku.

### ACTIVITY 3

### PERFORMANCE OBJECTIVES

- Kazuhide Taketra  
Washington School  
Berkeley, CA
- Burp, beg your pardon  
Burp, beg your pardon again  
Ill-mannered bullfrog!
- Shirley Allen  
Washington School  
Berkeley, CA
- Louis Armstrong blows  
His jazz horn blazing hot!....  
The people are cool.
- Kirk Deal  
Washington School  
Berkeley, CA
- The child will be able to:
1. Identify one unique characteristic of Pilipino.
  2. Name two Philippine languages commonly spoken by Filipinos in America.
  3. Say two phrases in Pilipino.
  4. Write his/her name using the Pilipino alibata.

### Materials

- AABC 1. Teaching pictures, "Pilipino Writing" (99-104)  
2. Worksheet, "The Pilipino Alphabet" (105-106)  
3. Activity card, "Alibata" (107)

### For teacher reference

1. Laygo, Teresito. "What is Filipino?" Berkeley, CA: Asian American Bilingual Center, 1976.

### Instructions

1. Reproduce and distribute the teaching pictures, "Pilipino Writing." Pronounce each word and phrase on the teaching pictures and have the children repeat them.
2. Convey these points about Pilipino:
  - a. It is the official language of the Philippines.
  - b. It is based on one of the major Filipino languages, Tagalog.
  - c. The Pilipino abakada (alphabet) has twenty letters. (In 1971, the Institute of National Language modernized the Pilipino alphabet to include the following letters: c, ch, f, j, ll, ñ, q, rr, v, x, z.)
  - d. It is a phonetic language, which means that every letter represents one set sound.
  - e. There are five major languages and scores of minor languages in the Philippines. Many of the early Filipino immigrants who came to the United States spoke Ilocano. Many recent immigrants speak Tagalog.

## 學習目標二

兒童應認識，種族羣體的成員具有共同的習俗。

- d 它是按發音拼字的語言，也就是說，每一個字母代表一個音。
- e 菲律賓共有五種主要的，及許多種次要的方言。最初來美的菲律賓移民之中，很多是說伊諾干諾語的，近期的移民則多說他加祿語。  
教師可在菲律賓雙語班上調查，有多少是說上述方言的，此外，可能還有說其他方言的。調查後將結果列在黑板上。
3. 把全班分成許多兩人的小組。小組中一人問：「Ku-musta ka?」。第二人回答：「Mabuti！」。然後叫每組的人輪流互問互答。
4. 分發習作紙「菲律賓文字母系統」，叫兒童做完習作。
5. 分發活動卡片「Alibata」。向兒童解釋，許久以前菲律賓的人用一種叫 *alibata* 的字母系統。這種系統共有十七個字母，其中三個是母音，十四個是子音。有些特殊記號放在字母上面或下面，便會改變它的發音。以前，菲律賓的許多島上都用這種發音系統。有時一地的發音，跟另一地方的發音，稍有不同。西班牙人到了菲律賓以後，禁止非人用 *alibata*。許多用 *alibata* 寫的東西，傳流至今日的實在是少之又少。

問兒童，英文字母共有多少個？哪些是母音？哪些是子音？

溫習 *alibata* 不同字母，及他們所代表的音。最後，叫兒童用 *alibata* 寫出他們的名字來。

## 教材

- 亞美中心 1. 故事書「Juanito's Parol」。  
其他 1. 星燈、中國燈籠。

## 教師參考資料

1. Kwok, Irene. *Chinese Cultural Resource Book*. San Francisco: San Francisco Unified School District, 1976.
2. *Sharing Our Diversity: The Filipino American, Level 6*. Sacramento: Sacramento Unified School District, Human Relations Office, 1975.

## 教師自製教具

帶一個現成的星燈及中國燈籠回校。必要時，教師可依下列指示自製燈籠。

## **LEARNING OBJECTIVE 2**

In Filipino bilingual classes, survey the children to see how many speak the languages mentioned above. There may also be other languages represented in the class. Chart this information on the chalkboard.

3. Have the children form pairs. One child should ask his/her partner, "Kumusta ka?" (*koo-moos-tah KAH*). The other child will answer, "Mabuti" (*mah-BOO-tih*). Then have each pair alternate these phrases.
4. Distribute the worksheet, "The Pilipino Alphabet." Have the children complete it.

5. Distribute the activity card, "Alibata." Explain to the children that long ago, people in the Philippines used an alphabet called the *alibata* (*ah-lee-BAH-tah*). The alibata had seventeen letters. Three were vowels and fourteen were consonants. Special marks placed above or below a letter changed its sound.

The alibata was used in many islands. Sometimes people in one place made their alibata slightly different from that of another place.

When the Spanish came to the Philippines, they would not let the people use the alibata. Most writings in the alibata were destroyed. Few examples of old alibata writing are left today.

Ask the children how many letters there are in the English alphabet. Which are vowels? Which are consonants?

Review the different letters of the alibata and the sounds they represent. Then ask the children to write their names using the alibata.

The child will recognize that members of an ethnic group have the same traditions.

### **ACTIVITY 4**

### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Describe the sequence of events in the storybook, "Juanito's Parol."
2. Define *tradition*.
3. Identify ethnic traditions in a given storybook.
4. Describe an ethnic tradition practiced by his/her family.
5. Compare traditions practiced by the different ethnic groups represented in his/her class.
6. Describe how traditions change.

### **Materials**

- AABC 1. Storybook, "Juanito's Parol"  
Other 1. Parol, Chinese lantern

### **For teacher reference**

1. Kwok, Irene. *Chinese Cultural Resource Book*. San Francisco: San Francisco Unified School District, 1976.
2. *Sharing Our Diversity: The Filipino American*, Level 6. Sacramento: Sacramento Unified School District, Human Relations Office, 1975.

### **For teacher preparation**

Bring a parol and a Chinese lantern to school. Construct them if necessary.

## 星燈的製法

### 教材

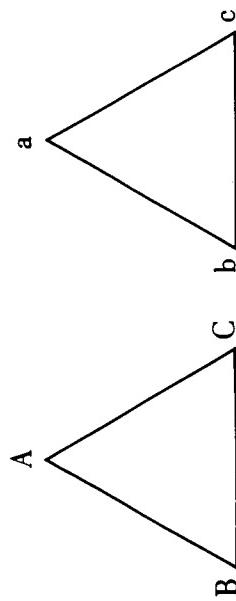
十二條一公分乘三十五公分的竹片。

六條二公分乘八公分的竹片。

一公分粗的橡皮圈若干個。

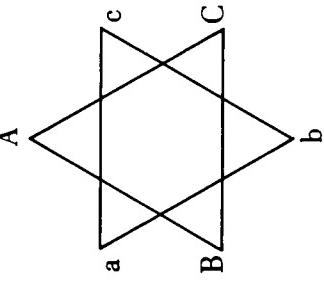
薄紙（顏色不拘）、剪刀、刀、膠水、及細鐵線。

- 在每條竹片末端刻一道溝痕，然後把十二條竹片分繫成四個等邊三角形。在每個角端沿溝痕處，用橡皮圈繫緊。



(圖一) 三角一 (圖二) 三角二

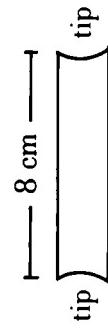
- 把三角二的 a 角，放在三角一的 B 及 A 角之間； b 角應在 B 及 C 角之間； c 角應在 A 及 C 角之間。見圖三。



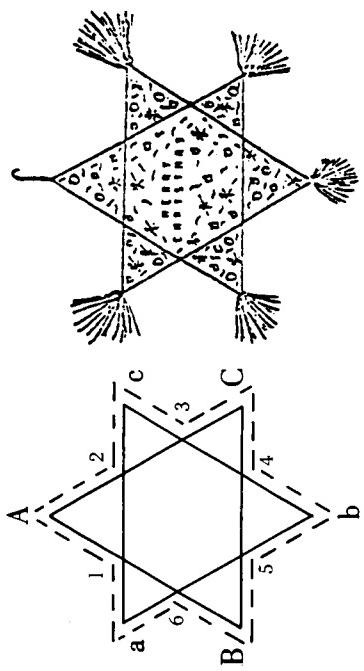
(圖三)

- 把兩個星形的角尖對準，A A'、a a'、B B'、b b'、C C'、c c'，各用細鐵線紮住。

把六條短竹片削成像下面的形狀：



這些竹片是用來分開這兩個星形框的。插在星形的節間或是角處，便會做成星形的立體結構。見圖四。



(圖四)

用六條短竹片  
撐開星形框  
（圖五）  
鑲上薄紙花邊

- 把整個星框一節節的用顏色薄紙裹起，周圍留二公分濶的邊作接駁用。剪齊三角形的角邊，以求美觀。將六角邊也照樣剪齊。
- 把八公分濶、二十公分長的薄紙末端剪散，貼在星形框的角上。見圖五。

這是最簡單的菲律賓星框。運用你的想像力變化它的形狀和裝飾。至於尺寸，可以按照比例隨意放大或縮小。

- 換過另外一種做法便是用細鐵線穿起各種顏色的吸管來代替。即使普通白色的吸管，排起來也是很好看的。

## HOW TO MAKE A PAROL

### Materials

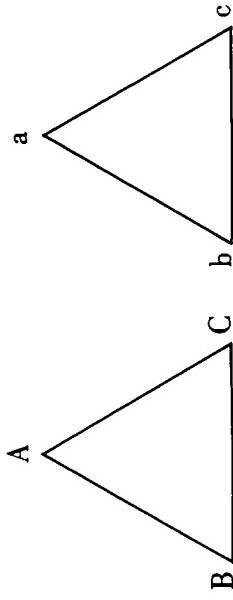
12 bamboo splits, 1 cm  $\times$  35 cm

6 short bamboo splits, 2 cm  $\times$  8 cm

1 cm thick rubber bands

tissue paper (any color), scissors, knife, glue, and wire

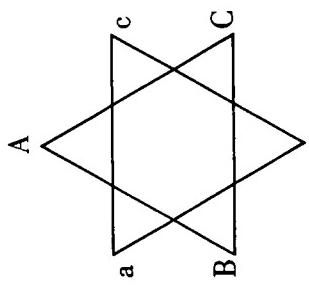
1. Make a groove on the top of each bamboo split. Then make four equilateral triangles. Fasten each angle tightly along the grooves with a rubber band.



(Figure 1)  
Triangle 1

(Figure 2)  
Triangle 2

2. Take triangle 2 and lay angle a between B.A of triangle 1; angle b is between B and C and angle c is between A.C. See figure 3.

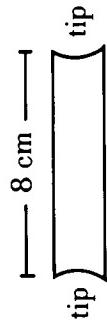


(Figure 3)

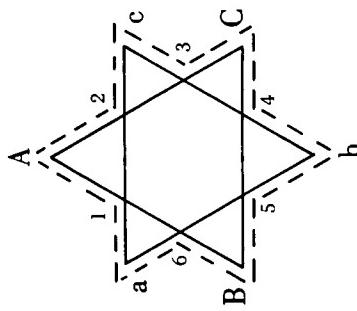
Fasten the triangles together at the corners of the hexagon with thin wire.

3. Make another star frame with the other two triangles.

4. Fasten tips of AA together, then aa, BB, bb, CC, and cc with thin wire.
5. Cut the tips of the 6 short strips as shown:



These will serve as spacers. Take one and fit it between the knots or at the angles of the hexagon. This will produce a third dimension on the star frame. See Figure 4.



(Figure 4)  
Six short sticks as  
spacers

(Figure 5)  
Fringed tissue  
paper

6. Cover the star frame section by section with tissue paper. Give 2 cm allowance all around for gluing and overlapping. Slice the corners of the triangles for a neat finish. Do same with the hexagon.

7. Cover the raw tips of the frame with fringed tissue paper 20 cm long and 8 cm wide. See Figure 5.

This is the simplest star frame for a parol. Use your own imagination to vary the shape or the decoration of the parol. To change the size, simply reduce or increase the measurements proportionately.

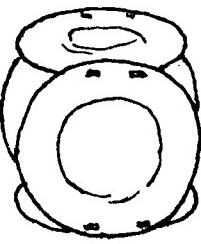
8. Alternatively, string colored soda straws with thin wire. Plain white straws are pretty, too.

## 燈籠的製法

### 材料

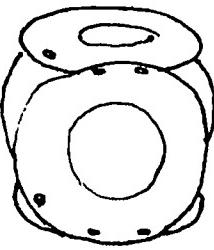
四隻圓形紙碟、毛線、釘書機、綢紙、塑膠蛋盒。

1. 把兩種不同色的綢紙剪成小塊，貼在紙碟上面，四隻紙碟都照樣做（或用臘筆和酒精筆加以裝飾亦可）。
2. 把四隻紙碟用針書機釘好，使圍成一四方形。



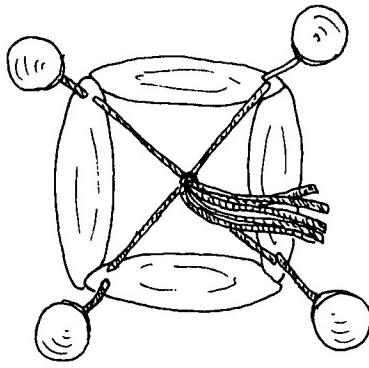
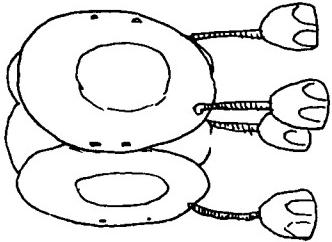
### 3 上端：

- a 在每隻碟的左上部位打一小孔。
- b 把兩條長長的毛線穿過這些小孔，對角拉緊，然後打結。



### 4 下端：

- a 在四隻紙碟的重疊處打孔。
- b 從蛋盒剪出四小格。
- c 把一個蛋格吊在一隻紙碟上；四邊都照做。
- d 拿一束毛線繫在燈籠的中間，讓線頭垂下來，以作燈籠的流蘇。



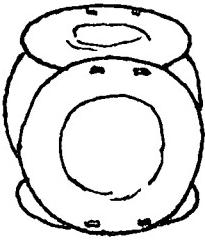
仰視圖

## HOW TO MAKE A LANTERN

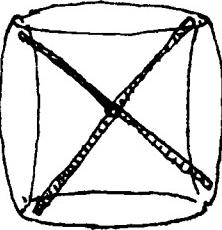
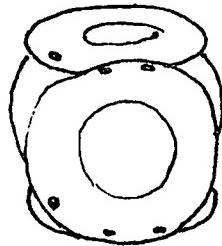
### Materials

4 round paper plates, yarn, stapler, crepe paper, plastic egg carton

1. Cut crepe paper of two different colors into small pieces and glue to the top side of the paper plate. Cover four plates in this manner (or decorate using crayons or felt pens).
2. Staple the four paper plates together to form a squarish shape.

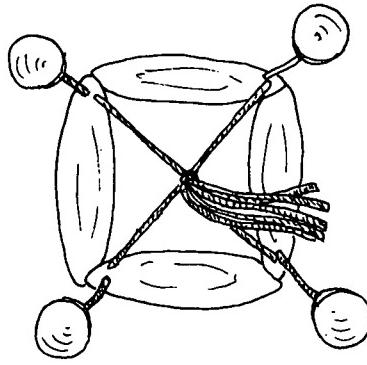
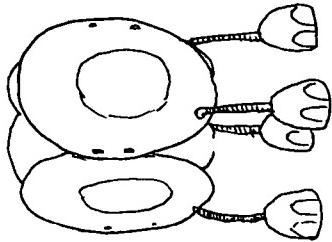


3. On the top part:
  - a. Punch four holes, on the left side of each plate.
  - b. Insert two long pieces of yarn diagonally through the four holes. Tie together in a loop.



### 4. On the lower part:

- a. Punch a hole where the plates overlap.
- b. Cut four single sections from the plastic egg carton.
- c. Tie an egg section to the plate. Repeat this at all corners.
- d. Make a tassel by taking pieces of yarn and tying them at the center. Attach and let hang.



Bottom view

叫兒童下結論說：

- a 種族羣體有共同的習俗。
- b 習俗就是在特別情況時所做的特別事情。
- c 習俗是會改變的。

- 3 找出兒童及他們的家人所遵行的習俗。叫他們注意各種羣體習俗的異同。向他們提出，同一種族羣體內的家庭實行某一習俗時，形式可能稍有差別，有時甚至不再實行。討論時着重移民問題對習俗變化、修改、或失傳之影響。
- 4 選一製燈籠或 parol 的計劃，叫全班分組遵照此項活動中之指示去做。

#### 說明

1. 把 parol 及燈籠傳給兒童觀摩，作為故事書「Juanito's Parol」之介紹。叫兒童細看，並說出它們的名稱。看過燈籠和 parol 後，便叫他們閱讀故事。教師應預備一份錄音帶，幫助閱讀上有困難的兒童。

討論故事情節的次序：

- a 故事發生時是一年中哪個季節？
- b Parol 代表甚麼？平常是用甚麼材料做成的？
- c 星期日時 Annie 家裏慶祝甚麼？婆婆多大年紀了？
- d 關於中國燈籠，婆婆告訴 Juanito 了些甚麼？現在在美國，婆婆還有沒有在門外掛燈籠？為甚麼？
- e Juanito 給婆婆送了些甚麼禮物？
- f 婆婆為甚麼送紅封包？

- 2 Juanito's Parol 這本故事書是着重於種族習俗方面輔導兒童給「習俗」一詞下定義，習俗就是人們在特別情況時做的特別事情。叫兒童討論故事中所提及的菲律賓和中國習俗。

在討論時，強調習俗通常是從家人處學到的。兒童也應注意到習俗是會改變的：

- a 習俗可由一個地方傳到另外一個地方去。（ Juanito 的家人在美國還繼續做 parol。李婆婆到了美國還繼續在生日時送紅封包。）
- b 習俗可適應新環境。（ Juanito 為慶祝李婆婆的生日掛了一個 parol。Parols 可用任何材料做成，形狀亦可任人選擇。）
- c 習俗有時是會失傳的。（李婆婆到了美國就不再掛中國燈籠了。）

Have the class conclude that:

- a. Ethnic groups share common traditions.
  - b. Traditions are special ways to do things during special events.
  - c. Traditions change.
3. Discover the traditions which may be practiced by the children and their families. Have the children note similarities and differences of the traditions practiced by different ethnic groups. Note that different families within an ethnic group may practice the same traditions with variations. Some families within the same ethnic group may not practice any tradition at all. Focus on immigration and its impact on changing, modifying, or eliminating traditions practiced by an ethnic group.
  4. Select either a lantern or parol project for the class to do in groups. Follow the directions given in this activity.

#### Instructions

1. As an introduction to the storybook, "Juanito's Parol," pass the parol and lantern around the room. Have the children examine and identify them. Then read the storybook. Prepare a cassette for children who might need it.  
Discuss the sequence of events in the story:
  - a. What time of the year was it in the story?
  - b. What does a parol represent? What is it usually made from?
  - c. What event was celebrated on Sunday at Annie's house? How old was Grandmother?
  - d. What did Grandmother tell Juanito about Chinese lanterns? Does Grandmother hang lanterns outside the door in America? Why?
  - e. What gift did Juanito give Grandmother?
  - f. Why did Grandmother pass out red envelopes?
2. The storybook, "Juanito's Parol," focuses on ethnic traditions. Help the children define a tradition as "a special way to do things at special events." Have the children discuss the Filipino and Chinese traditions described in the storybook.

In the discussion, emphasize that traditions are generally learned from one's family. The children should also note that traditions change:

- a. They are brought from one country to another. (Juanito's family continues to make parols in the United States. Grandmother Lee continues to pass out red envelopes on her birthday.)
- b. They are adapted to new situations. (Juanito hangs a parol in honor of Grandmother Lee's birthday. Parols may be made from any material and in any shape desired.)
- c. They are sometimes lost. (Grandmother Lee does not hang Chinese lanterns in America.)

## 活動五

### 實施目標

#### 兒童應學會：

1. 描述至少兩個華裔美國人所慶祝的節日。
2. 指出華裔美國人父母，藉慶祝這些節日所傳授的價值觀念。

#### 教材

- 亞美中心
1. 故事書上紅封包 1。
  2. 習作紙上陰曆年填字遊戲 1。

( 第 108 頁 )

3. 習作紙上密訊 1。( 第 109-110 頁 )

- 其他
1. Bales, Carol Ann. *Chinatown Sunday: The Story of Lilian Der*. Chicago: Contemporary Books, 1973.
  2. Molnar, Joe. *Sherman*. New York: Franklin Watts, 1973.

#### 教師參考資料

1. Asian American Studies. *Asian Child's America*. Berkeley, CA: Berkeley Unified School District, 1975.
2. Kwok, Irene. *Chinese Cultural Resource Book*. San Francisco: San Francisco Unified School District, 1976.
3. *Sharing Our Diversity: The Chinese American*. Sacramento: Sacramento Unified School District, Human Relations Office, 1975.

#### 說明

藉助故事書上紅封包 1，來介紹華裔美國人慶祝的節日。使用以上所列教材中有關中國人節日之資料，討論這些節日傳統的和現代的意義、節令食品、及兒童

慶祝這些節日時的感受。

然後，選擇某一個節日做深入研究。  
一切活動提示可見以下的背景資料：

1. 中國新年
 

中國新年是陰曆第一個月首日的節慶。陰曆年一年有三百五十四日；其中六個月每月三十日，其餘的每月廿九日。每隔兩、三年便加一個閏月。根據陰曆年，年初一的日期是在陽曆年一月廿一到二月十七之間。除中國新年外，其他的中國節日也是根據陰曆計算。  
中國陰曆以十二年為一週期，十二年有十二生肖表示，一如下圖所示：



若要找出你所屬的生肖，可把你出生的年份加十二或十二的倍數，以求符合圖表中一個年數。

**PERFORMANCE OBJECTIVES**

The child will be able to:

1. Describe at least two festivals observed by Chinese Americans.
2. Identify values that Chinese American parents try to teach their children through the celebration of festivals.

**Materials**

- AABC 1. Storybook, "Red Envelopes"  
 2. Worksheet, "Lunar Calendar Crossword Puzzle" (108)  
 3. Worksheet, "Secret Message" (109-110)
- Other 1. Bales, Carol Ann. *Chinatown Sunday: The Story of Lilian Lee*. Chicago: Contemporary Books, 1973.  
 2. Molnar, Joe. *Sherman*. New York: Franklin Watts, 1973.

**For teacher reference**

1. Asian American Studies. *Asian Child's America*. Berkeley, CA: Berkeley Unified School District, 1975.
2. Kwok, Irene. *Chinese Cultural Resource Book*. San Francisco: San Francisco Unified School District, 1976.
3. *Sharing Our Diversity: The Chinese American*. Sacramento: Sacramento Unified School District, Human Relations Office, 1975.

**Instructions**

Use the storybook, "Red Envelopes," to introduce Chinese American holidays. Use Chinese festival materials from the reference materials listed. Discuss the traditional and modern significance of the celebrations, special foods associated with each, and the children's experiences in celebrating the festivals.

Then choose one of the festivals to study in depth. Refer to the following background information for suggested activities:

## 1. Chinese New Year

The Chinese New Year is celebrated on the first day of the first month of the lunar calendar. The lunar year has 354 days. Six of the months have 30 days; six have 29 days. A thirteenth month is added every two or three years. According to the lunar calendar, the New Year may fall anywhere from January 21 to February 17. In addition to the New Year, all other Chinese festivals are traditionally computed on the lunar calendar.

The Chinese lunar calendar has a twelve-year cycle of twelve symbolic animals as shown:



To find the animal in whose year you were born, add twelve or multiples of twelve to the year of your birth until you reach a year that is shown on the cycle.

從前在中國，舊曆新年的慶祝長達十五天之久。初七是「人日」，即衆人的生日。十五是「燈節」，亦名「元宵節」。慶祝新年的習俗，一向都繁多而細緻；直到今天，陰曆新年在中國仍是最重要的節日（現稱春節），在華裔美國人社會中也如此，只不過把習俗減少和簡化而已。現在在華裔美國人社會中，流傳的習俗有：大掃除、吃團年飯、拜年、製備節令食品、以及送紅包等。家裏或店舖裏都喜歡插年花，取其吉利與大展鴻圖之意；其中桃花和梅花是最受歡迎的。美國大城市中華人社區較大的地方，通常還有遊行慶祝。

補充活動：叫兒童做習作紙上陰曆年曆字遊戲，及烹製「角仔」，一種人人要吃的新年食品。

角仔的製法如下：

先把餡料拌勻。餡料有椰絲四安士、烘過剝碎的花生半磅、白糖一杯、及烘過的芝蔴二湯匙（有無聽便）。餡料該夠一磅餛飩皮之用。把一隻雞蛋稍微打勻。把一茶匙的餡料放在每塊餛飩皮中心。把打勻的蛋液塗在餛飩皮的邊上。把皮對摺，捏成弧形以封口，放入滾油中炸至金黃，每面約半分鐘。

## 2. 中秋節

陰曆八月十五是中秋節，是家庭團聚慶祝的節日。在傳統上，中國人認為這晚的月亮是全年中最圓的，而圓形是象徵快樂團圓。中秋節的習俗包括：一家團圓歡宴，吃應節的水果和蔬菜、賞月、及吃月餅。兒童們提着各種漂亮的燈籠，到處遊玩。

月餅的來源是有歷史性的。十四世紀時，中國受蒙古人統治，中國人很想推翻元朝的暴政，但蒙族士兵監視森嚴，要號召大家起義很難。有一個足智多謀的人想出把起義的密訊夾在月餅裏，相約在中秋節上行動；然後他把月餅分贈給親友。

當人們切開月餅時，便知道了起義的計劃。中國人因此團結起來，在中秋節晚上打敗了蒙古人，終而推翻了異族的統治。從此以後，中國人便在每年中秋節時，餽贈月餅給親友。

在華裔美國人社區中，中秋節也是一個重要的節日。

中國餅店仍然製造月餅，大量供應客戶。許多家庭仍

正式或非正式地團圓聚餐。

補充活動：叫兒童譯出習作紙上密訊上的密碼。

In China, New Year was celebrated for fifteen days. The seventh day was called "Everybody's Day," the birthday of mankind; the last day was the "Lantern Festival." Many elaborate customs and traditions were practiced during the New Year celebration. It continues to be the most important celebration in China, where it is now known as the "Spring Festival," as well as in the United States for Chinese Americans. In the United States, many Chinese American families celebrate the occasion with fewer and less elaborate traditions. Among the customs which may be practiced by Chinese Americans are cleaning the house, a big family dinner, visiting close relatives and friends, preparing special foods, and giving red envelopes. Peach and plum blossoms are the most popular New Year flowers displayed at homes and in stores to bring luck and prosperity. In cities where there are large Chinese communities, parades are usually held.

As follow-up activities, have the children complete the worksheet, "Lunar Calendar Crossword Puzzle," and make *gok jai* ("crescents," pronounced *gauwk jye*), a popular New Year pastry:

Mix 4 oz shredded coconut,  $\frac{1}{2}$  lb finely chopped roasted peanuts, 1 cup white sugar, and 2 tbsp toasted sesame seeds (optional) to make enough filling for 1 lb of *won ton* skins. Lightly beat 1 egg. Place 1 teaspoonful of the filling in the center of each *won ton* skin. Brush the outer edge of one-half of the *won ton* skin with beaten egg. Fold the skin into a half circle and press to seal. Deep fry for half a minute on each side, or until *won ton* is golden brown.

## 2. Moon Festival

The Moon Festival falls on the fifteenth day of the eighth lunar month. It is also called the Mid-Autumn Festival. The Moon Festival is a time for family reunion and celebration. Traditionally, the moon on this day is regarded as the roundest of the whole year. The roundness represents a happy family with all the family members present.

The traditions associated with this festival include serving special fruits and vegetables at a big family dinner, watching the moon, and eating moon cakes. Children play with beautiful lanterns of all colors and shapes.

The moon cake itself has historical origins. In the fourteenth century when China was ruled by the Mongols, the Chinese wanted to overthrow the Mongol rulers but were closely watched by the army of occupation. A revolt was difficult to plan and coordinate. One clever man thought of inserting the secret message of revolt inside a cake.

The revolt was to take place on the night of the Moon Festival. The man gave the cakes to relatives and friends.

When the people cut the cakes, they learned of the plan. Together, the Chinese successfully defeated the Mongols on the night of the Moon Festival. Ever since, the Chinese people have made moon cakes and given them to friends and relatives as a part of the festival.

The Moon Festival is one of the major celebrations of Chinese American communities in the United States. Chinese shops and bakeries still make moon cakes in large quantities to meet the demand. Many families still have formal or informal dinners together.

As a follow-up activity, have the children decode the worksheet, "Secret Message."

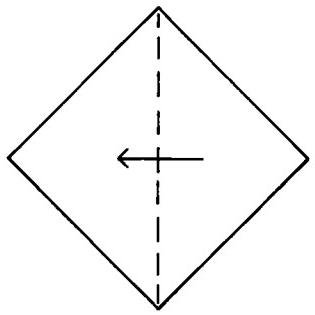
### 龍舟節（端午節）

陰曆五月初五是龍舟節（端午節）。起初這個節日是標出夏至，但後來也包括了紀念楚國偉大詩人首相屈原的意義。屈原很愛國，他進言皇上如何避免戰禍，但屈原的政敵妒忌他的才幹，左右了皇帝的意見，以致皇帝不聽屈原忠告，還把他放逐到中國南方。在放逐中，屈原悲憤不已，投江自盡。他寧死也不願向腐敗的政府屈服。老百姓很愛戴屈原，當他投江後，人們找不到屍體，便包些粽子餵魚蝦，以免牠們吃掉忠臣的屍體。百姓又划艇在河上巡行，一面打鼓擊鑼以驅邪，同時也表達他們熱切希望找到屈原的遺體。這些做法慢慢便形成了龍舟節的習俗。在今日的香港和台灣，人們還舉行龍舟比賽，很是多姿多彩。在美國雖然沒有龍舟競渡端午，但許多華裔美國人仍然包粽子，與親友們共享。

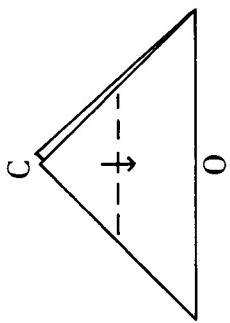
這是一個有很多重意義的節日：愛國、忠信、家庭團聚、及欣賞大自然。

### 補充活動：摺紙龍舟及舉行龍舟競渡賽：

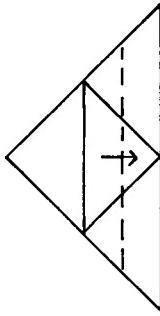
依圖示將一張二十五方公分的紙對摺。



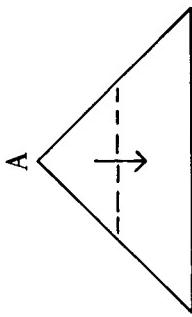
依圖示將 C 角摺至 O 點。



向下再摺一次。



反轉來，把 A 角照樣摺一次。



### 3. Dragon Boat Festival

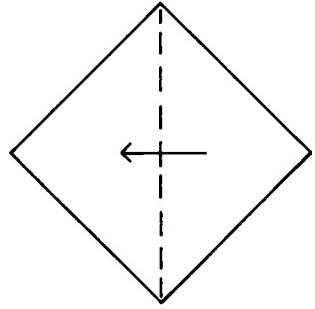
The Dragon Boat Festival falls on the fifth day of the fifth lunar month. Originally, the festival marked the beginning of summer. But later, the festival also commemorated a famous Chinese poet and prime minister named Chu Yuen. The king refused to take Chu Yuen's advice on how to save the country from war. Instead, the king listened to Chu Yuen's political enemies who were very jealous of his abilities. He was exiled to the southern part of China. On his way, Chu Yuen drowned himself in a river. He preferred death to living with government corruption. The people were unable to find his body; so they made *joong*, a rice dumpling, to feed the fish and water creatures so that they wouldn't eat Chu Yuen's body. The people also paddled their boats along the river with drums and gongs to drive away the evil spirits and to show how much they wanted to find Chu Yuen's body.

These practices have become traditions of the Dragon Boat Festival. In Hong Kong and Taiwan, dragon boat races are still held. They are very colorful events. In the United States, there are no dragon boat races on festival day. However, many Chinese Americans make *joong* and share it with their friends and relatives.

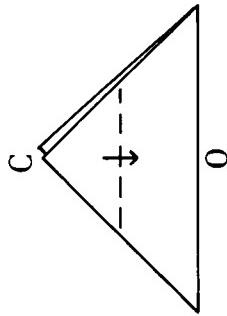
This is a festival with many meanings: patriotism, loyalty, family reunion, and enjoyment of nature.

As follow-up activities, make origami dragon boats and have a dragon boat race:

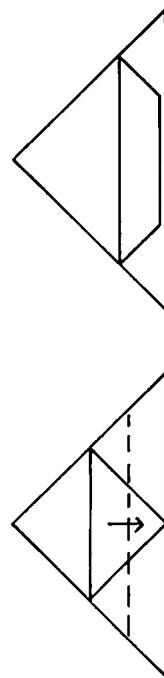
Fold a 25-cm square sheet of paper in half as shown.



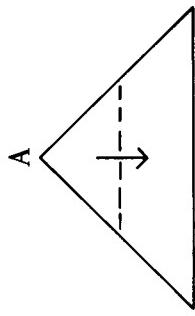
Fold corner C to point O as shown.



Fold the flap down once again.

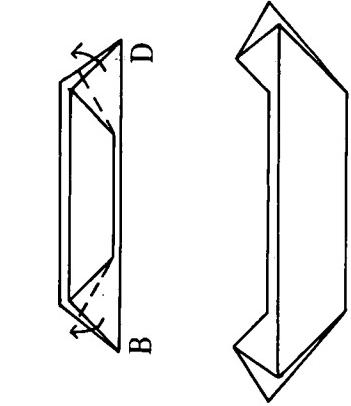


Turn to the other side and fold corner A the same way.

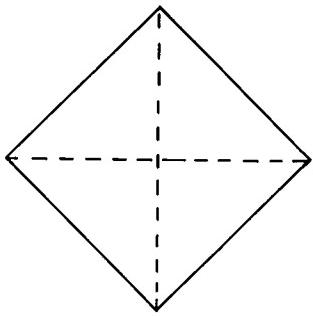
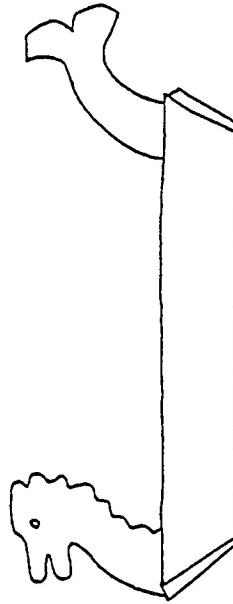


兩邊都依圖示摺好後，摺起 B 角和 D 角就成船形了。

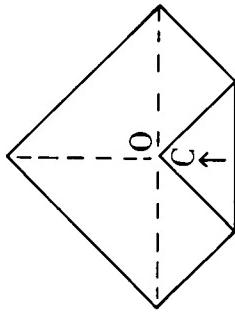
競渡龍舟的製法，就是把一張二十五公分的大紙摺成四個三角形。再翻開，如圖示。



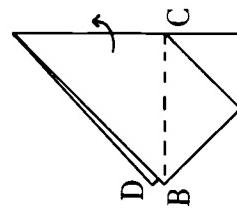
將船裝飾成一條龍舟，船側面繪上龍身及龍足，在船的兩端加附龍頭和龍尾。



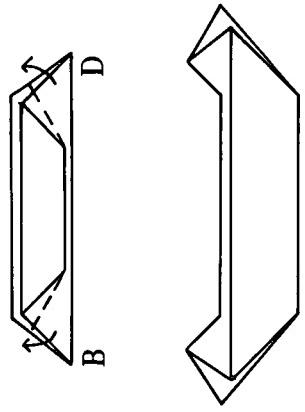
把 C 角摺到 O 點。



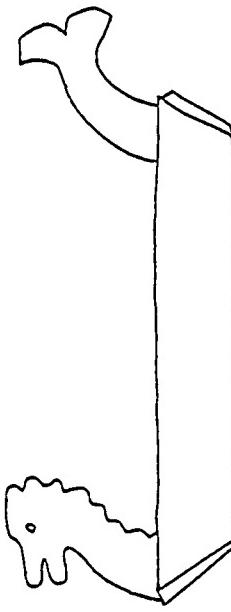
把 B 角摺到 D 角，使 C 角留在外面，如圖示。



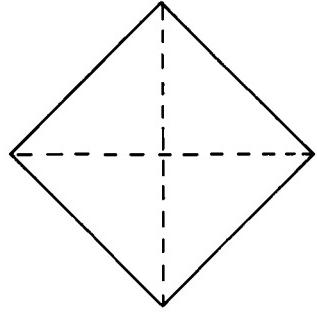
With both sides folded as shown, fold corners B and D up and into the boat.



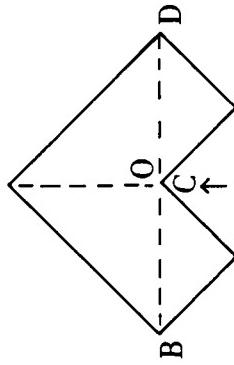
Decorate the boat in a dragon motif by painting a dragon's body and feet on the sides of the boat and attaching a head and a tail at the ends.



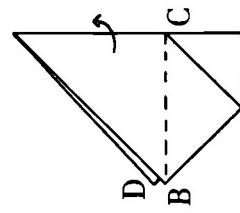
To make a boat for racing, fold a 25-cm square sheet of paper into four triangles. Open it up again as shown.



Fold corner C up to point O.



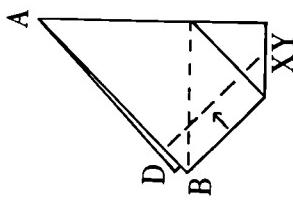
Fold corner B to corner D so that corner C is outside, as shown.



把 B 角沿着一條 XY 線向 A 角對摺。把 D 角也照樣做。

討論深入研究節日之間題提示：

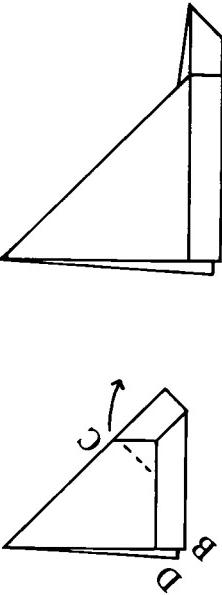
- a 中國人為甚麼要慶祝這個節日？
- b 家人過節時要做甚麼事？你家人怎樣慶祝這個節日呢？
- c 在這個節日有些甚麼節令食品？為甚麼？你家人也預備這些節令食品嗎？是些甚麼？
- d 你社區中的華裔美國人怎樣慶祝這個節日？在這裏很難保持中國的節日習俗，是甚麼原故呢？
- e 關於這個節日，你最喜歡甚麼？為甚麼喜歡？



一面捏緊 B 角和 D 角，一面把 C 角拉出，如圖示。

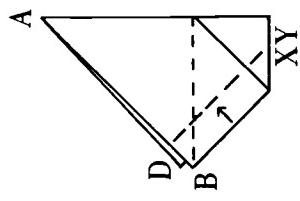
在結束討論時，指出這些節日是許多華裔美國人都慶祝的。

- 華裔美國兒童及他們的家人，也同時慶祝許多非中國的節日。

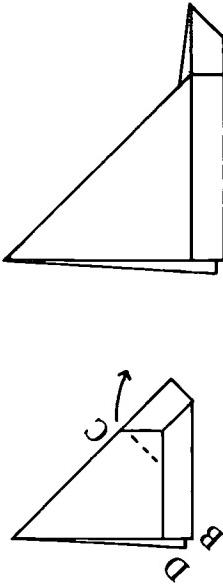


比賽時，各人盡力把船吹向前行。

Fold corner B toward corner A along a line XY as shown.  
Do the same for corner D.



While holding corners B and D, pull out corner C as shown.



When racing, the boat is propelled by blowing on it.

Discuss the festival studied in depth guided by the following questions:

- a. Why do the Chinese celebrate this festival?
  - b. What does the family do during the festival? How does your family celebrate the festival?
  - c. What kind of special foods are prepared for the festival? Why? Does your family also prepare special foods?
  - d. How do Chinese Americans in your community celebrate the festival? Why is it difficult to celebrate the festival the way it was done in China?
  - e. What do you like best about this festival? Why?
- To conclude, point out that many Chinese Americans celebrate one or more of these festivals. Chinese American children and their families also celebrate many non-Chinese holidays.

As an enrichment activity, you may want to read *Sherman* or *Chinatown Sunday* to further emphasize the culture of Chinese American families.

## 活動七

### 實施目標

兒童應學會：

1. 指出日裔美國人過年的兩種習俗。
2. 描述這兩種習俗。
3. 說明這些習俗的重要性。
4. 參加製作至少一種日裔美國人的食品。
5. 成功地運用日式染色法。

### 教材

- 亞美中心 1. 故事書「紅封包」。  
其他 1. 松枝、竹、燈、sushi 麵、米餅等的圖片  
或實物。

### 教師參考資料

日裔美國人在一月一日慶祝新年。

在日本，家家戶戶都用松枝和竹做成精美的飾物或插花陳列。松象徵長壽，竹象徵力量和成長。其他點綴品包括有燈及龍蝦，前者象徵健康，後者象徵敬老。這些裝飾連續地陳列七天。許多日裔美國人往往也在他們的家裏陳列這些新年飾物，但以松枝及蕨類植物為多。

日人常預備許多節令食品來過年。米餅、海帶、麪條、蓮藕等象徵福祿喜。

新年第一件事，就是一早起來向家人敬酒，這習俗在日裔美國人之間仍然流行。他們所用的酒叫做 *sake*，是一種糴米甜酒。敬酒之後，全家同吃一種特製的熱湯做早餐。新年期間，他們到親友處拜年，祝新年鴻運。

### 說明

#### 1. 溫習故事書「紅封包」。

和兒童討論日本新年：

- a 這天慶祝的是甚麼特別日子？
  - b 誰給 Carlos 一個紅封包？他拿紅封包給誰看？
  - c Aiko 家裏有甚麼事呢？Aiko 一家人怎樣慶祝新年？
2. 叫兒童指出，也在同一天慶祝新年的其他種族團體。
  - 陳列松枝、竹、燈、sushi、及其他日本節令食品的實物或圖片，並叫兒童解釋它們象徵甚麼。
3. 幫助兒童製備新年大餐，包括米餅、teriyaki 鷄、芝蔴菠菜、及浮花織錦蛋，並用特別餐墊佈置餐桌。

**Instructions**

1. Review the storybook, "Red Envelopes."

Discuss Japanese New Year with the children:

- a. What special day was being celebrated?
  - b. Who gave Carlos the red envelope? To whom did he show it?
  - c. What was happening at Aiko's house? How does Aiko's family celebrate New Year?
2. Ask the children to point out other ethnic groups who celebrate the New Year on the same day as the Japanese. Make a display with pictures or samples of pine branches, bamboo, oranges, sushi, lobster, and other Japanese foods prepared for the New Year. Have the children explain what these items symbolize.
  3. Help the children prepare a New Year's meal of *mochi* ("rice cakes," pronounced *MOH-chee*), teriyaki chicken, *horenso* ("spinach," pronounced *hoh-REN-soh*) with *goma* ("sesame seed," pronounced *GOH-mah*), and *nishiki tamago* (literally, "brocade egg," pronounced *ni-SHI-ki ta-MAH-go*)—served on special place mats.

**PERFORMANCE OBJECTIVES**

- The child will be able to:
1. Identify two Japanese American New Year traditions.
  2. Describe how these traditions are practiced.
  3. Describe the importance of these traditions.
  4. Participate in the preparation of at least one Japanese American food.
  5. Use a Japanese dye technique successfully.

**Materials**

- AABC 1. Storybook, "Red Envelopes"

- Other 1. Pictures or samples of pine branches, bamboo, oranges, sushi noodles, rice cakes, etc.

**For teacher reference**

Japanese Americans celebrate New Year's Day on January 1.

In Japan, elaborate decorations and floral arrangements with pine branches and bamboo are made and displayed in homes. Pine symbolizes long life and bamboo denotes strength and growth. Other decorations include oranges, symbolizing health, and lobsters, symbolizing respect for old age. The decorations remain on display for seven days. Many Japanese Americans also display New Year decorations. Most use pine branches and ferns in their homes.

Many special foods are prepared to welcome the New Year. Dishes such as rice cake, radish seaweed, noodles, and lotus root symbolize wealth, happiness, long life, and health.

The first event of the New Year is an early morning toast to the family.

This custom is still practiced by many Japanese American families. The wine used in the ceremony is called *sake* (*sah-KEH*), a sweet rice wine. After the toast, the family will eat a special hot soup for breakfast. People visit friends and relatives to extend good wishes for the new year.

## 米餅

米餅是日本傳統食品，由來久遠。它是用搗碎蒸過的糯米做的。過年時，日人在家裏的祭台前供奉兩個 mochi，一大一小。大的代表父母，小的代表子女。米餅圓滑可口，象徵新年順利。米餅上有海帶作點綴，象徵長壽，因海帶似是永遠生長的。米餅面上還放一個小紅橘和一片橘葉。橘的名字叫 *daidai*，表示永遠。日本人用以祝福他們的家人永遠健康長壽。

米餅的製法是把褐色（或白色）糯米六杯、水五杯半、鹽二分之一至一茶匙，放在高壓鍋裏拌和後，用猛火上烹煮，使達高壓點。再改用慢火煮二十分鐘，然後把鍋拿開，讓壓力回復正常。將煮好的米放在大木碗內，用杵或棒球棍搗成米糰，並不時把杵放在冷水內以防黏稠。最後把米糰做成扁形小餅。若米糰太黏，可加麪粉再行滾壓。米糕要趁熱吃，或用煮鍋烘烤吃，吃時以醬油調味。

## TERIYAKI 鶴

將三隻鶴切塊（每隻約兩磅半重），拌和醬油兩杯、糖半杯（有無聽便）、兩茶匙 *sake*（米酒）、切碎的蒜頭或薑一小塊，以做醃汁。用一半醃汁來醃鶴塊。將醃好了的鶴塊放入三百二十五度的烤爐內烤一小時，或放在小炭爐上用明火燒熟。把其餘的醃汁煮滾，便可上桌。

## 芝麻菠菜

把一磅重的菠菜蒸約三至四分鐘，瀘去壓出多餘的水份。放三茶匙的芝麻在鍋上烤烘，至其變色及開始爆裂為止。把芝麻放入臼內用杵搗成粉末，加入兩茶匙半的醬油拌勻，然後把這些醬油淋在菠菜上。

## NISHIKI TAMAGO

把十二隻熟鷄蛋的蛋白和蛋黃分開。把蛋白用篩篩過或用叉搗碎。用同樣方法把蛋黃搗碎。以一杯減去六茶匙的糖與蛋白拌和，以六茶匙的糖和一小撮鹽與蛋黃混合。把蛋白的混合物放在一個六吋乘六吋的平鍋上，然後均勻地拍平。繼而將蛋黃的混合物攤在蛋白上面，並輕輕壓下。把平鍋放在蒸籠內蒸八至十分鐘，再讓它冷卻，然後切成小方塊，與綠茶一起上桌。

## 日式染色餐墊

在每個小容器內放入少量的食物染料。按所需顏色之深淺，用水調好。把紙巾一摺為四。將紙邊蘸在不同顏色的染料裏，直至吸收所需顏料為止。小心打開紙巾，一個美麗的圖形便形成了，等它乾後便可用為餐墊。

可試用不同的摺法和顏色，創造不同的圖案。

## MOCHI

*Mochi* is a traditional Japanese food that dates back to the ancient times. It is made from steamed and pounded sweet rice. The Japanese celebrate New Year's day by offering one large and one small mochi to the family altar. The mochi are round and smooth to symbolize a new year that will go "smoothly." The large mochi represents the parents and the small one, the children. The top of the mochi is decorated with *kombu* ("seaweed") which symbolizes long life, since seaweed seems to grow forever. A tangerine and tangerine leaf are also placed on the top of the mochi. The word for tangerine is *daidai*, which means "forever." The Japanese hope that their family will stay healthy and enjoy a long life. Combine **6 cups sweet brown (or white) rice, 5½ cups water, and ½-1 tsp salt** in a pressure cooker and bring to full pressure over high heat. Reduce heat to low and simmer for 20 minutes. Remove from heat and let pressure return to normal. Place cooked rice in large wooden bowl and use a pestle or baseball bat to mash rice into a paste. Dip pestle in cold water to prevent sticking. Form paste into small flat cakes. Use flour to roll the dough in if it is too sticky. Serve fresh or toast in a skillet. Serve with soy sauce. Makes 2 lbs.

## HORENSO WITH GOMA

Steam **1 lb spinach** for 3-4 minutes. Drain and squeeze out excess water. Toast **3 tbsp sesame seeds** in a skillet until they are brown and begin to pop. Place seeds in a mortar and grind with a pestle until pulverized. Add **2½ tbsp soy sauce** to sesame and mix well. Pour this sauce over the spinach.

## NISHIKI TAMAGO

Separate whites and yolks of **12 hard-boiled eggs**. Put egg whites through a sieve or mash with a fork. Do the same with the egg yolks. Combine whites with **1 cup less 6 tbsp sugar**. Combine yolks with the **6 tbsp sugar and dash of salt**. Place egg white mixture in a **6" x 6"** pan and pat down evenly. Then spread the egg yolk mixture in a layer on top of the layer of egg white. Press down gently. Place pan in steamer for 8-10 minutes. Let cool and cut into small squares. Serve with green tea.

## JAPANESE DYE PLACE MATS

Put a small amount of one food coloring into each of several small containers. Dilute with water according to the color intensity desired.

Fold a paper towel into fourths. Dip the edges into different colors until the edge has absorbed the desired amount of color.

Carefully unfold the towel. A colorful pattern will appear. Let dry, then use as a place mat. Experiment with the folds and colors to produce different patterns.

## TERIYAKI CHICKEN

Cut up **3 chickens, 2½ lbs each**. Combine **2 cups soy sauce; ½ cup sugar (optional); 2 tbsp sake (rice wine); 1 clove garlic or small piece of gingerroot, minced**, to make marinade. Use one-half of the marinade to marinate the chicken. Bake at  $325^{\circ}$  for 1 hour, or barbecue on a hibachi. Boil the remaining marinade until syrupy. When the chicken is ready, dip it in the hot marinade sauce before serving.

## 活動七

### 實施目標

#### 兒童將學會：

1. 說出兩個菲裔美國人的節日。
2. 說出與這些節日有關的兩種風俗。
3. 參加備製 lumpia 和 adobo 鷄的活動。
4. 跳 tinikling ( 竹竿舞 ) 。

#### 教材

亞美中心	1. 活動卡 L Terno 1 ( 第 111 頁 )	
	2. 活動卡 L Barong Tagalog 1 ( 第 112 頁 )	
	3. 活動卡 L Lechon 1 ( 第 113 頁 )	
	4. 活動卡 L Fiesta 1 ( 第 114 頁 )	
其他	1. Tinikling 樂譜 ( 可在菲律賓書局購得 )	
	2. 兩支三公尺長的竹竿及兩塊木塊 ( 約為六公分乘十公分乘五公分 ) 。	
	3. Charlot, Martin and Belknap, Jodi P. <i>Felisa and the Magic Tikling Bird</i> . Norfolk Island, Australia: Island Heritage, 1973.	

#### 說明

1. 給兒童描述下面的節日：
    - a. 菲律賓國慶日
  2. 複印分發活動卡 L Terno 1 、 L Barong Tagalog 1 、 L Lechon 1 、及 L Fiesta 1 。從其中提示的活動中，選出幾種和兒童一同做。
  3. 輔助兒童預備 lumpia 和 adobo 。
- lumpia 的製法：前三磅碎豬肉或牛肉（連肥肉）。加入以下材料：鮮蝦半杯（有無聽便）、切碎的荸薺一杯、切碎的洋蔥一小個、豆芽或其他蔬菜（如青豆或馬鈴薯）二杯。加鹽、醬油、一湯匙檸檬汁，及少量白胡椒粉作調味。加兩個打勻了的蛋黃，煮六至八分鐘後移開待冷。再把每塊 lumpia 皮中央放一湯匙的餡

#### b 菲美友誼日

經過半個世紀的統治後，在一九四六年七月四日，美國宣佈菲律賓獨立。二十世紀初期，菲律賓脫離西班牙的統治不久，即被美國軍隊所征服，而又淪為殖民地，前後歷時約半個世紀。現在許多菲裔美國人也慶祝七月四日，不過叫它做菲美友誼日。這天也有文化活動。

菲律賓有許多職業性的舞蹈團，其中有些是國際知名的。在美國，許多菲裔青年組成業餘舞蹈團，在上述的節日表演。多姿多彩的服裝及舞蹈，反映了菲律賓豐富的種族文化。

節令食品包括 adobo 鷄或豬肉、lumpia ( 一種蛋捲 ) 、pansit ( 一種麪食 ) 、或 lechon ( 境猪 ) 。除了 lechon 外，其餘的食品也多數都是家常菜。

節日服裝，男的是 barang tagalogs ，即半透明、前襟有精美刺繡的上衣加深色的椅子；女的是 balintawaks 或 ternos ，即拱袖，有刺繡的曳地長裙。

2. 複印分發活動卡 L Terno 1 、 L Barong Tagalog 1 、 L Lechon 1 、及 L Fiesta 1 。從其中提示的活動中，選出幾種和兒童一同做。

3. 輔助兒童預備 lumpia 和 adobo 。
- lumpia 的製法：前三磅碎豬肉或牛肉（連肥肉）。加入以下材料：鮮蝦半杯（有無聽便）、切碎的荸薺一杯、切碎的洋蔥一小個、豆芽或其他蔬菜（如青豆或馬鈴薯）二杯。加鹽、醬油、一湯匙檸檬汁，及少量白胡椒粉作調味。加兩個打勻了的蛋黃，煮六至八分鐘後移開待冷。再把每塊 lumpia 皮中央放一湯匙的餡

**PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name two Filipino American holidays.
2. Name two traditions which are part of Filipino holidays.
3. Participate in preparing lumpia and chicken adobo.
4. Dance the tinikling.

**Materials**

- AABC 1. Activity card, "Terno" (111)  
 2. Activity card, "Barong Tagalog" (112)  
 3. Activity card, "Lechon" (113)  
 4. Activity card, "Fiesta" (114)

- Other 1. Tinikling music (available at Filipino book stores)  
 2. Two 3-m bamboo poles and two blocks of wood, approximately 6 cm × 10 cm × 5 cm  
 3. Charlot, Martin and Belknap, Jodi P. Felisa and *the Magic Tikling Bird*. Norfolk Island, Australia: Island Heritage, 1973.

**Instructions**

1. Describe the following holidays to the children:

## a. Philippine National Day

On June 12, Filipino Americans celebrate Philippine National Day to commemorate the struggle of the Philippines for freedom and independence. On that day in 1898, after three centuries under Spanish colonial rule, Filipinos became the first Asian people to declare independence from a Western power. The celebration is also a cultural event with performances, dances, food, and displays.

## b. Filipino-American Friendship Day

July 4 is the date in 1946 when the United States granted the Philippines independence after half a century of American colonial rule, established in the early 1900s when U.S. forces subjugated the Philippines, then newly independent from Spain. Many Filipino Americans celebrate the date, now called Filipino-American Friendship Day. It is also marked by cultural events.

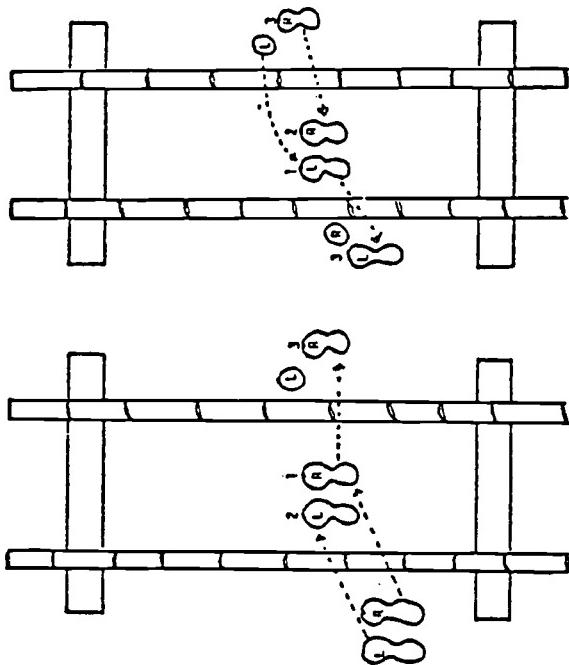
Many professional dance troupes exist in the Philippines, some of which are internationally known. In the United States, Filipino youths often form amateur dance troupes and give performances at festivals such as those described. Costumes and the dances themselves reflect the diversity of ethnic cultures in the Philippines.

Festival foods may include chicken or pork *adobo* (pronounced *ah-DOH-boh*), *lumpia* ("egg roll," pronounced *loom-PAH-YAH*), *pansit* ("noodles," pronounced *pahn-SIT*), or *lechon* ("roast pig," pronounced *leh-CHOHN*). With the exception of lechon, most of these dishes are also cooked year-round.

Men wear *barong tagalog* (Filipino men's shirts) and women wear *balintawaks* or *ternos* (native and formal women's gowns) on very special occasions.

2. Reproduce and distribute the activity cards, "Terno," "Barong Tagalog," "Lechon," and "Fiesta." Choose several of the suggested activities to do with the children.
3. Help the children prepare lumpia and adobo. To prepare lumpia, fry 3 lbs ground pork or beef with fat. Add ½ cup fresh shrimp (optional), 1 cup water chestnuts, minced, 1 small onion, minced, and 2 cups bean sprouts or other vegetable, such as peas or diced potatoes. Season with salt, soy sauce, 1 tbsp lemon juice and a dash of white pepper. Add 2 beaten egg yolks. Cook for 6-8 minutes and let stand until cool. Put a spoonful of the mixture in the center of each of 30 lumpia wrappers. Wrap carefully in a roll. Deep fry the rolls.

料，小心捲起，放入滾油中炸好。



adobo 的製法：把六至八塊鷄塊醃在以下的調味品中：醬油二湯匙、胡椒粉半茶匙、適量的鹽、洋蔥半個（切成細條）、桂葉一塊、薑三薄片、及椰奶。然後把半杯水和二湯匙醋煮沸，再放入鷄塊，煮至半熟。去水吹乾，煎或烘至金黃色，再放回原湯中煮六分鐘。

4. 教兒童跳簡化的 tinikling。解釋這個名字是由 *ting-ling* 而來；這是一種長腿鳥，常在竹枝間跳來跳去。舞蹈源自 Leyte 島（位於 Visayas 米沙鄢群島，在 Mindanao 及 Luzon 島之間。）傳統上這種舞是收成期間，男女春米休息時跳的。它在美國很流行，經常有人演出。

播放 tinikling 音樂的唱片。叫兒童跟着音樂拍手頓足，要學會這種舞，掌握節奏是最重要的。每次教兩名兒童跟隨音樂節奏，在木塊上敲擊竹竿：先把竹竿在木塊兩端敲兩下，然後沿着木塊滑向中央，相擊一次。

依下圖教授舞步。跳時跟着音樂節奏，在竹竿之間跳出跳入，左右換步。

如圖所示，竹竿分開的兩拍時，兒童便跳入：1) 先用右足跳入，2) 再用左足，3) 然後在竹竿拍合的第三拍時，右足在另一邊跳出，接着左足提起不落地，以便下一步又跳入。

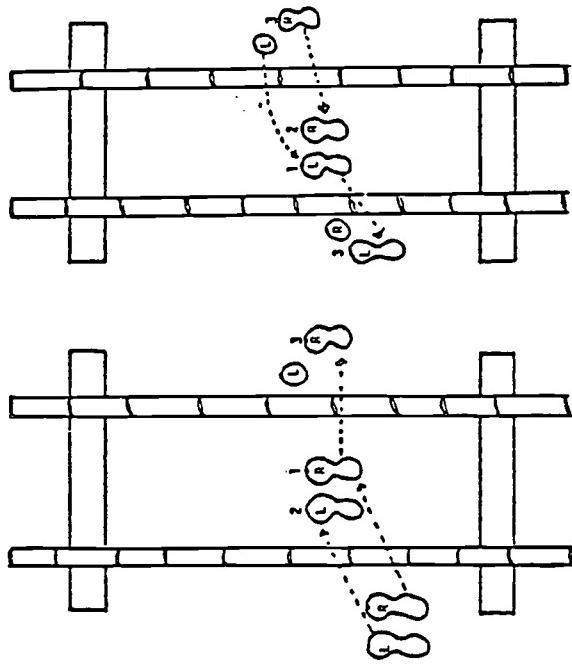
To prepare adobo, marinate 6-8 serving pieces of chicken in 2 tbsp soy sauce, ½ tsp ground pepper, salt to taste, ½ onion cut in strips, 1 bay leaf, 3 thin slices of ginger, and coconut milk. Boil the chicken in ½ cup of water mixed with 2 tbsp vinegar until half done.

Drain and fry or bake the chicken until brown. Cook again in remaining broth for six minutes.

4. Teach the class a simplified version of tinikling (*tih-nik-LING*). Explain that the dance is named after the *tilting*, a long-legged bird which often hops along bamboo branches. The dance is from Leyte, an island in the Visayas between Mindanao and Luzon. Traditionally, it is performed during the harvest season when men and women who pound rice with wooden pestles take a break from their work. In the United States, the dance is popular and often performed.

Play a record of tinikling music. Have the children clap their hands and stomp their feet with the music. The rhythm is crucial to the dance.

Teach two children at a time to beat the bamboo poles on the wood blocks in time to the music. The poles are to beat twice on the ends of the wood blocks, then clapped together, sliding against the wood blocks, for one beat. Teach the steps as shown. The child makes a series of hops, changing from right foot to left. S/he dances in and out from between the poles marking the rhythm of the music.



As illustrated, the child hops between the poles on the two beats that the poles are clapped open. 1) Hop in with the right foot, 2) then with the left, 3) hop out to the opposite side with the right foot on the third count when the bamboo poles are clapped together. Leave the left foot up, ready to hop back in.

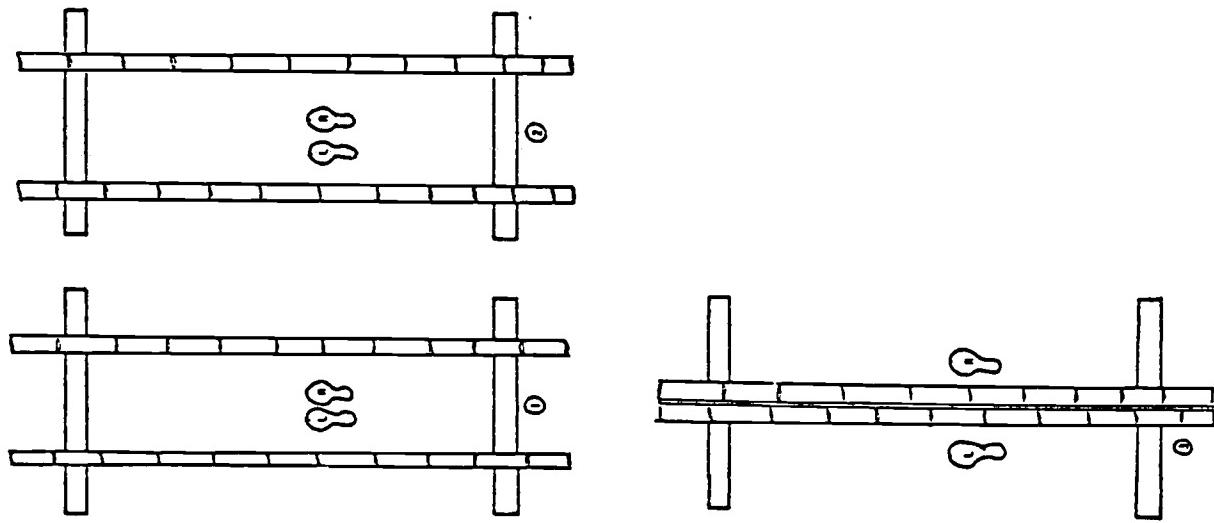
依上述舞步反跳。嫋熟後可加以變化，例如雙足同跳入：

叫兒童自由創造舞步花樣。為控制節奏，音樂可以暫且不用。

此外，教師可以舉行比賽，看誰能跳得最久或最快，而不碰到竹竿。

5 為增進兒童認識，可閱讀故事。

6 總結這項活動時，叫兒童認出及描述菲律賓本土人及菲裔美國人之音樂、食品、以及舞蹈的習俗。

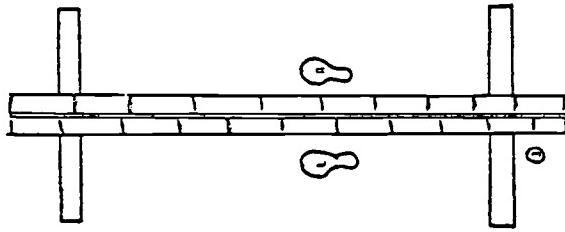
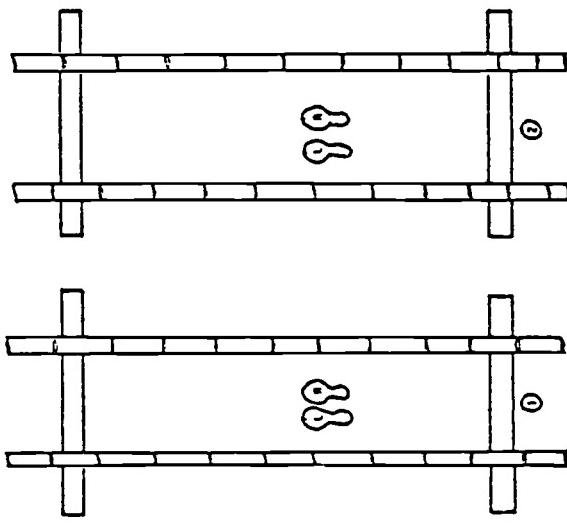


Return to the other side in the same way. Variations include jumping in with both feet:

Have the children create their own variations. The music may be set aside so the children can control the beat.

Alternatively, you may want to conduct a contest to see who can dance the longest or fastest without stepping on the bamboo poles.

5. As an enrichment activity, read the story. *Felisa and the Magic Tiktik Bird*.
6. Summarize the activity by having the children identify and describe the music, food, and dance traditions of the Philippines and of Filipinos in America.



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實施目標  
兒童應會：

- 1 在上文介紹的三個亞美種族團體中，說出每個團體至少兩個節日。
- 2 描述每個節日是怎樣慶祝的？
- 3 指出各種亞美習俗間相似之處。
- 4 說出習俗對亞裔美國人生活方式之重要性。

教材

亞美中心 所有本學習目標下包括的教材，依照種族分三組陳列。

說明

- 1 溫習所有亞美節日和假期。指出亞裔美國人也慶祝非亞洲節日。小心地溫習所有介紹過的節日及其慶祝的種種活動。
  - 2 把全班分為三隊。
    - a 用抽籤方式，每隊選一套上述陳列的溫習教材。
    - b 每隊選出隊長；由隊長從該隊的陳列品中選一物件，帶回隊員處。
    - c 全隊應通力合作，指出該物件的名稱、用途、及其他有關資料，然後用動作表示出，它是怎樣用來慶祝節目的。
    - d 其他兩隊要設法從動作猜出是甚麼節日，及慶祝該節日的種族羣體。
    - e 每題先答中的一隊可得一分。

- 3 討論各種亞美習俗間相似之處，例如合家團聚的重要、製備節令食品、用米製做食物等。
- 4 結束本項活動時，問兒童，為何亞裔美國人保存種族習俗那麼重要？指出種族習俗對於亞裔美國人的生活方式是很重要的，以及種族羣體的成員都有共同的文化背景。

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At the end, add up all the points and award a small prize to the winning team.

## **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Name at least two holidays for each of three Asian American ethnic groups.
2. Describe how each of the holidays is celebrated.
3. Identify similarities among traditions practiced by Asian Americans.
4. Describe the importance of traditions in the lifestyles of Asian Americans.

### **Materials**

AABC All the materials already used under this learning objective, displayed according to ethnic group.

### **Instructions**

1. Review all the Asian American festivals and holidays. Point out that Asian Americans celebrate non-Asian holidays as well. Review carefully all the traditions and celebrations covered.
2. Divide the class into three groups.
  - a. Each group will pick a set of review materials on display by drawing lots.
  - b. Select a group leader from each group. S/he will take one item from the appropriate display back to the team.
  - c. The team will work together in identifying the item by giving its name, use, and other information. The team will develop a pantomime to show how the item is used in celebrating a festival.
  - d. The other two groups will try to identify the festival and the ethnic group which celebrates it, based on the pantomime.
  - e. Award one point for the correct identification of each festival and each ethnic group.

3. Discuss the similarities among traditions practiced by Asian Americans, such as the importance of family involvement, the preparation of food, the use of rice in the foods.
4. In conclusion, ask the children why it is important for Asian Americans to keep their ethnic traditions. Point out that ethnic traditions are important to the lifestyles of Asian Americans, and that members of an ethnic group share a cultural background.

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#### 概念要旨四

種族羣體雖各不相同，却具有某些共同的特徵。

##### 學習目標一

兒童應認識，不同的種族羣體具有相同的價值觀念，只是表現方式有別而已。

活動一至四

##### 學習目標二

兒童應認識，文化交流使不同的種族羣體，造成多元化的特性。

活動五

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## **CONCEPTUAL STATEMENT IV**

While ethnic groups differ, they also share certain characteristics.

### **LEARNING OBJECTIVE 1**

The child will recognize that different ethnic groups share similar values, although they may be expressed differently.

Activities 1 - 4

### **LEARNING OBJECTIVE 2**

The child will recognize that cross-cultural exchanges have created many multicultural traits among ethnic groups.

Activity 5

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兒童應認識，不同的種族羣體具有相同的價值觀念，只是表現方式有別而已。

### 活動一

#### 實施目標

##### 兒童應學會：

- 1 說出人類的基本需要。
- 2 結論出人的需要可由不同的方法滿足。
- 3 概括出滿足人類需要之方法常反映人的價值觀念。

#### 教材

##### 其他

- 1 十公分乘五公分的字卡多張。
- 2 有關世界各地人民生活方式的雜誌圖片，包括美國國內各種族。

#### 教師自製教材

在十公分乘五公分的字卡上，寫上人類生存的基本需要，每卡一個需要：食物、居所、及衣服。在另一套卡片上，寫一些雜物的名字，例如桌子、剪刀、膠水、水杯、鉛筆、及交通等。

把上述的字卡做兩疊。把字卡隱藏在教室各處。

搜集有關世界各地人民生活方式的圖片。這些圖片應能反映各地人民如何滿足他們的基本需要。

- 1 叫兒童說出人類的基本需要，并將答案列在黑板上。用問答方式協助他們，把不是「需要」的「欲望」淘汰掉。
- 2 把兒童分成兩組，叫每組設法找出那些寫有基本需要的字卡。最先找出及認出這些字卡的一組為勝。

遊戲後，叫兒童一一指出卡上列出的各種需要，并設法增加更多的需要，以及說出增加的理由。教師應接受兒童所提出任何合情合理的需要。向他們解釋，需要之中有些是現代生活的需要，比如交通和娛樂，但他們不是基本的生存需要。兒童的答案可反映出他們的價值觀念和重點。

討論同樣的需要如何可用不同的方法來滿足。

- 3 展出美國各種族及世界各民族如何滿足需要的圖片。例如，甲組人住在公寓裏，乙組人住在舢舨上，丙組人住在拖車裏。三組人都有「住」的需要，但以不同方法來滿足這個需要。
- 4 叫兒童依重要的程度列出他們的需要。哪一項最重要？哪一項最不重要？叫每個兒童把自己的價值重點說給大家聽。強調沒有哪一種排列是一定「對」或一定「錯」的。我們以不同的價值觀念，來指導決定自己需要的程度。
- 5 結束本項討論時，確定的指出，人們可以用不同方法來滿足基本需要，又他們滿足需要時的方式和次序，常反映出他們的價值觀念。

## **LEARNING OBJECTIVE 1**

The child will recognize that different ethnic groups share similar values, although they may be expressed differently.

### **ACTIVITY 1**

#### **PERFORMANCE OBJECTIVES**

The child will be able to:

1. Identify people's basic needs.
2. Conclude that needs may be fulfilled in different ways.
3. Generalize that values are reflected in the way needs are met.

#### **Materials**

- Other 1. Index cards, 10 cm × 5 cm  
2. Magazine pictures showing the lifestyles of people in different parts of the world, including different ethnic groups in the United States

#### **For teacher preparation**

On 10 × 5 cm cards, write basic human survival needs, one to each card: *food, clothing, and shelter*. On another set of cards, write miscellaneous words, such as *table, scissors, glue, glass, pencils, and transportation*.

Make two sets of each group of words described above. Hide the cards around the room.

Collect magazine pictures showing how people around the world live. The pictures should illustrate how different people fulfill basic needs.

#### **Instructions**

1. Ask the children to name the basic needs of people. List the responses on the board. Through question and answer, help the children eliminate words which are "wants," as opposed to "needs."
2. Divide the class into two groups. Have each group attempt to locate the cards naming the basic needs. The group which finds and correctly identifies all such cards first is the winning team.

After the game, have the children identify the basic needs. Ask them to add other needs to the list and give reasons for their contributions. Allow the children to add anything to the list which they can defend as a need. Explain that there are certain "needs" of modern living that are not basic, "survival" needs—such as transportation and recreation. The children's responses will reflect their values and priorities.

Discuss how the same needs may be met in different ways.

3. Display the pictures showing how different ethnic groups in the United States and different peoples in the world fulfill their needs.  
For example, Group X lives in an apartment, Group Y lives in a sampan, Group Z lives in a trailer. All these people need shelter but they fulfill this need in various ways.
4. Ask the children to list their needs according to importance. Which is the most important? Which is the least important? Ask each child to share his/her priorities with the class. Stress that no ranking is "right" or "wrong." Our different values guide us in establishing our needs.
5. Conclude by establishing that people may fulfill their basic needs in different ways, and that the manner and order in which people fulfill their needs reflect their values.

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## 活動二

### 實施目標

兒童應學會：

- 說出亞美種族的一種普遍的食物。
- 參加烹調亞裔美國人的食品。
- 結論出亞美種族羣體，對於食物具有相似的價值觀念。

### 教材

- 其他
- 下列食譜所需材料。
  - 烹飪器具。
  - 綠豆、紙巾。

### 說明

- 請一些志願家長幫忙，協助做中國濱油豆腐飯、菲律賓的 *sotanghon*、和日本的 *miso* 湯。

濱油豆腐飯的製法：把兩杯米煮成飯。豆腐切成方塊，用濱油清炒。炒好後舖在飯面上桌。

*sotanghon* 的製法：把一包二百五十公分重的粉絲，放在冷水中泡數分鐘。將四分一杯的豬肉切碎後，放在平鍋上煎。將半個切碎的小洋蔥和兩瓣蒜頭，放在豬油裏炒，再加四分之一杯的蝦肉。然後放粉絲和一杯或足量的水，使粉絲經常保有濃湯狀，再加醬油調味。用中火慢煮十至十五分鐘，且不時加以撥動。最後在粉絲上面放些切碎的青蔥，便可上桌。再加鹽和胡椒粉調味。

*miso* 湯的製法：蝦米四分一杯，放入三杯沸水中，煮約二十分鐘。加二分一瀝過的 *miso*，煮沸，立即上桌。

- 2 兒童做菜時，叫他們比較豆腐、粉絲、芽菜、醬油、和 *miso*。又叫他斷定每種食品的來源：黃豆或綠豆。告訴兒童，黃豆是亞洲人主要食品之一。中國人、日本人、菲律賓人都有許多不同的黃豆製品。叫兒童說出上面三味菜的變化。

- 豆腐（凝狀）
- 粉絲（條狀）
- 芽菜（當蔬菜用）
- 醬油（作調味品用）
- miso*（豆瓣醬糊狀）

- 3 歷史上，亞洲國家可耕地都很少，却要供應廣大人口的糧食，所以亞洲人便發展集約耕種法（例如概念要旨一的Banaue梯田）。亞洲烹飪之道，兼顧營養和藝術。在美國，亞裔美國人曾一度是西部農工的主力，發展了許多農業方面的技巧，改良及創新了蔬菜品種，以及向美國介紹了新的食品（如鮑魚）。

- 4 叫兒童在黑板上畫一個圖表，寫下黃豆的特徵如下圖  
• 空格是要兒童填上親身體驗的答案。

菜式	用途	營養價值和優點
Sotanghon	粉絲	含有大量蛋白質
豆腐飯	調味品	脂肪少
Miso 湯	豆腐	容易儲藏，不需冷藏或防腐劑、輕便。
	豆瓣醬	
	蔬菜	經濟

## ACTIVITY 2

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Name one food basic to the diet of Asian American ethnic groups.
2. Participate in the preparation of Asian American foods.
3. Conclude that Asian American ethnic groups share similar values about food.

#### Materials

- Other 1. Ingredients for recipes below  
2. Cooking utensils  
3. Mung beans, paper towels

#### Instructions

1. With the help of parent volunteers, assist the children in the preparation of Chinese *dauh fuh* (*DOE foo*) with rice and oyster sauce, Filipino *sotanghon* (*SOH-tahng-hon*), and Japanese *miso* (*MEE-soh*) soup.

To prepare the **dauh fuh** dish, cook **2 cups** rice. Cut **bean cake** into squares and saute lightly in **oyster sauce**. Serve the beancake over rice.

To prepare **sotanghon**, soak the contents of a 250-gm package of **bean thread noodles** in cold water for a few minutes. Brown **1/4 cup** **pork**, diced, in pan. Sauté half of a **small onion**, chopped, and **2 cloves** **crushed garlic** in the pork fat. Add **1/4 cup** **shrimp**. Add the **noodles** and **1 cup** **water**, or enough to give the **noodles** a thick-soup consistency. Season with **soy sauce**. Simmer over medium heat for 10 to 15 minutes, stirring often. Top with **chopped green onions** and serve. Add salt and pepper to taste.

To make **miso soup**, boil **1/4 cup** **dried shrimp** in **3 cups water**. Simmer for 20 minutes. Add **1/2 cup** **strained miso** and bring to a boil. Serve immediately.

2. As the children prepare the food, ask them to compare the beancake, bean thread noodles, bean sprouts, soy sauce, and miso. Ask the children to determine the origin of each: soybean or mung bean. Tell the children that the soybean is a basic Asian food. Chinese, Japanese, and Filipinos have developed a variety of ways to use the soybean. Have the children name the variations used in the three dishes above:
  - a. beancake *curd*
  - b. bean thread *noodles*
  - c. bean sprouts (used like a vegetable)
  - d. soy *sauce* (used as seasoning)
  - e. miso (bean *paste*)
3. Historically, Asian countries have supported populations on small arable land areas. Thus, intensive agricultural methods have been developed (for example, the Banuae rice terraces discussed in Conceptual Statement I). Cooking methods emphasize both nutrition and artistry. In the United States, Asian Americans once formed the backbone of farm labor in the West, developed many agricultural techniques, cultivated new fruits and vegetables, and introduced foods, such as abalone.

4. On the chalkboard, write the characteristics of the soybean on a chart as shown. The empty column is for information from the children's own experience.

SOYBEAN DISHES	USES OF THE SOYBEAN	NUTRITIONAL VALUE AND ADVANTAGES
Sotanghon	Noodles	High in Protein
Dauh Fuh with Rice	Seasoning	Low in Fat
Miso Soup	Curd	Easy to store seeds, requires no freezing or preservatives, compact size
	Paste	Economical
	Vegetable	

5 爲使兒童增加知識，可叫他們做以下的活動，一項或多項：

- a 把綠豆用濕紙巾包起，讓它發芽。
- b 參觀附近一間豆腐廠。
- c 自製豆腐。

豆腐的製法：

把兩杯乾黃豆洗淨，然後用冰水泡一晚。用清水把黃豆沖淨後，即放在攪拌器內攪爛。把一份爛豆放入二至三份的水裏。然後將這種豆液放在乾淨的紗布或麪粉袋裏，擠出豆漿。保留渣滓以做其他食品。

把豆漿煮三分鐘，然後熄火。把一湯匙的 Epsom salt 或 nigari 溶於四分之一杯的溫水後，放入豆漿裏，輕輕攪動，但不應太用力。然後等待五至十分鐘的工夫，好讓豆漿凝結。輕輕地將凝固物，放在一條乾抹布或一塊紗布上。略施壓力使其定形成為豆腐，繼而讓它吹晒至全部乾固為止。把豆腐放在新鮮的冷水內，然後冷藏。如果每天換水，豆腐會保存一至二天。

6 叫兒童創作一個有關黃豆的故事。故事開始時可以這樣說：「從前有粒黃豆，它的名字叫（用一個適合的亞洲名字）。一天，它到美國來遊歷。它在那裏經歷過很多奇遇，現在我給你們講一個。」把故事傳給其中一個兒童，叫他添加兩三句話，繼續傳下去，如此類推。教師應引導故事的發展，使它提及黃豆用途和黃豆受人重視的原因。

實施目標

兒童應學會：

1. 指出一個在自己所住城市裏的亞美鄰區。
2. 舉出兩個原因，說明馬尼拉城（呂宋埠）、中國城、和日本城為甚麼會在美國發展起來？
3. 下結論說，很多亞裔美國人對「住」的基本需要，具有相似的價值觀念。

教材

- 其他  
1. 城市街道圖。  
2. 本市中一個亞裔鄰區之圖片。

教師自備材料

發出家長信，說明本項活動的內容，請他們說出選擇住處的理由，然後叫兒童把這項資料帶回學校。

說明

1. 叫兒童到黑板前，用彩色粉筆畫出他們住的地方。在圖畫上面書寫「住所」一詞，強調「住」是人類基本需要之一，而滿足這需要的方法各人不同。叫每個兒童站起來，說出自己的住址，和住在那兒的一兩個理由。把理由寫在厚紙上。  
叫兒童把理由分類（例如經濟的、社交的、及個人的理由）。

5. As enrichment activities, have the children do one or all of the following:
- Sprout mung beans by wrapping them in moist paper towels.
  - Visit a nearby tofu ("beancake") factory.
  - Make tofu.
- To make tofu, wash and soak **2 cups dry soybeans** over-night. Rinse well and liquify the beans in a blender until smooth. Place one part liquified beans in 2-3 parts water. Separate the residue from the milk by squeezing the bean liquid in a clean towel or flour sack. Save the residue for use in other dishes.
- Bring milk to a boil for 3 minutes and turn off the heat. Add **1 rounded tsp of Epsom salt or nigari**, dissolved in **1/4 cup of warm water**, to the milk. Stir slowly. Do not overstir. Wait 5-10 minutes until the milk curdles. Lift the curd gently into a dish towel or cheesecloth. Apply pressure to mold the curd. Drain well (2-3 hours). Put curd in a container of cold fresh water and refrigerate. Tofu will keep for a day or two if the water is changed daily.
6. Have the children create a story about the soybean. Begin the story by saying, "There once was a soybean named (name in the Asian language appropriate to your class). One day it went on a trip to America. The soybean had many adventures there. Here's one of them." Pass the story on to one of the children, who is to contribute two or three sentences. S/he is to pass the story on to another child, and so on. Guide the story so that it touches upon how the soybean is used and why it is valued.

## ACTIVITY 3

### PERFORMANCE OBJECTIVES

- Sprout mung beans by wrapping them in moist paper towels.
- Visit a nearby tofu ("beancake") factory.
- Make tofu.

- The child will be able to:
- Identify an Asian American neighborhood in his/her city.
  - Give two reasons why Manilatowns, Chinatowns, and Japantowns developed in the United States.
  - Conclude that many Asian Americans have shared similar values about shelter.

### Materials

- Other 1. City street map  
2. Pictures of an Asian American neighborhood in your city

### For teacher preparation

Send a note home explaining the activity and asking parents why they chose their place of residence. Have the children bring back this information.

### Instructions

- Have the children come to the chalkboard and draw pictures of where they live using colored chalk.  
Write *shelter* over the drawings and emphasize once again that shelter is a basic need. People fulfill that need in different ways.
- Ask each child to stand, give his/her address, and name one or two reasons why his/her family lives there. Write the reasons on a piece of butcher paper.  
Have the children categorize their reasons (such as financial, social, and personal reasons).

- 活動四**
- 實施目標**
- 兒童應學會：
1. 指出至少兩種亞美家庭的習俗。
  2. 概括出亞美種族羣體具有很多共同的價值觀念，不過表現的方式不相同。
  3. 給 L 亞裔美國人 1 一詞下定義。
- 教材**
- 亞美中心 1. 故事書 L Juanito's Parol 1  
2. 故事書 L 紅封包 1。
- 說明**
1. 溫習故事書 L Juanito's Parol 1 和 L 紅封包 1。叫兒童說出，上述故事書描述的家庭所最喜歡過的節日：新年、聖誕、及中國新年。叫兒童描述這些家庭的亞美習俗：做 parols、派發紅封包、及做 makisushi。
  2. 輔助兒童下結論：亞美種族通常都重視亞洲的習俗和家庭慶典，不過這個價值觀念用不同的方式表現而已。
  3. 在黑板上寫出 L 亞裔美國人 1 一詞。輔助兒童給這名詞下定義：
- a 這名詞包括了華裔美國人、菲裔美國人、日裔美國人、韓裔美國人和其他祖先是來自亞洲某國的人。
- b 這名詞是指那些在美國有共同歷史，而目前經歷相似的人。

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2. Show pictures of an Asian American neighborhood in your city, preferably a historic one. Ask the children to identify what they see. Help them locate the Asian American neighborhood on a city street map.

Ask the children to hypothesize why ethnic neighborhoods were formed. Review the reasons given for their parents' choice of residence. Apply them to Asian American ethnic groups. Help the children understand the development of Chinatowns, Manilatowns, and Japantowns.

- Summarize that while all people need shelter, Asian American pioneers often grouped together to help each other find employment, ease the transition to a new way of life, share and maintain an Asian way of life in the United States, protect each other because of segregation and unfair housing practices. The children should then discuss why Asian American communities are still maintained and valued today (that is, because of their historic significance and ethnic services and products).
3. As a follow-up activity, you may want to discuss Asian American communities in a non-urban area, such as the Sacramento River delta in California and Bainbridge Island in Washington.

#### ACTIVITY 4

#### PERFORMANCE OBJECTIVES

The child will be able to:

1. Identify at least two traditions practiced by Asian Americans.
2. Generalize that Asian American ethnic groups share many values which may be expressed in different ways.
3. Define *Asian American*.

#### Materials

- AABC 1. Storybook, "Juanito's Parol"  
2. Storybook, "Red Envelopes"

#### Instructions

1. Review the storybooks, "Juanito's Parol" and "Red Envelopes." Ask the children to name the celebrations enjoyed by the families depicted in the storybooks: New Year, Christmas, and Chinese New Year. Ask the children to describe the Asian American traditions that the families practice: making parols, giving red envelopes, making makisushi.

Help the children conclude that Asian American ethnic groups generally value Asian traditions and family celebrations, although this is manifested in different ways.

2. Write *Asian American* on the chalkboard. Help the children define this term:
  - a. It includes Chinese Americans, Filipino Americans, Japanese Americans, Korean Americans, and others whose family originated in an Asian country.
  - b. It identifies people who share certain historical and contemporary experiences in the United States.

C 這名詞是指那些具有某些共同價值觀念的人，雖然這些價值的表現方式可能有別。  
兒童應能下出結論：亞美種族羣體各有明顯而獨特之處，但整體而言，却又具有某些共同的特徵。

## 學習目標二

兒童應認識，文化交流使不同的種族羣體，造成多元文化特性。

### 活動五

#### 實施目標

兒童應學會：

1. 品評水果分別吃時，和合成水果沙拉吃時的不同滋味。
2. 以水果沙拉比喻美國社會之多種族特性。

#### 教材

- |      |                                |
|------|--------------------------------|
| 亞美中心 | 1. 故事書 [ Juanito's Parol ] 。   |
|      | 2. 故事書 [ 紅封包 ] 。               |
|      | 3. 教學圖片 [ 共同的經驗 ] 。( 第 115 頁 ) |
- 其他
1. 橙、蘋果、香蕉、梨、西瓜、及其他水果
  - 、刀子、沙拉盤、紙碟、又塑膠叉。
  2. 各種顏色的手工紙。

#### 教師自備教具

準備各式水果，足夠每人二小塊的份量。每種水果分別放在小盤內，這項活動最好分小組進行。

#### 說明

1. 把水果逐一拿起，叫兒童說出名稱，並描述它的味道及結構。總結說，橙、蘋果、香蕉、梨及西瓜都各有

- c. It identifies people who share certain values, although the values may be manifested in different ways.  
The children should conclude that each Asian American group is distinct and unique, yet together Asian American groups share certain characteristics.

## LEARNING OBJECTIVE 2

The child will recognize that cross-cultural exchanges have created many multicultural traits among ethnic groups.

## ACTIVITY 5

### PERFORMANCE OBJECTIVES

The child will be able to:

1. Evaluate the taste of fruits individually and in a salad.
2. Apply the metaphor of a fruit salad to the multiethnic nature of American society.

#### Materials

- AABC 1. Storybook, "Juanito's Parol"  
2. Storybook, "Red Envelopes"  
3. Teaching picture, "Common Experiences" (115)  
Other 1. Oranges, apples, bananas, pears, melons, and other fruits, knife, salad bowl, paper plates, plastic forks  
2. Construction paper of different colors

#### For teacher preparation

Prepare enough of each kind of fruit so that each child will have two pieces. Place each type of fruit separately in small bowls. For best results, conduct this activity in a small group setting.

#### Instructions

1. Show each fruit and have the children identify it and describe its taste and texture. Conclude that oranges, apples, bananas, melons, and pears are all different but that they are all fruits.

不同之處，但全部都是水果。  
把水果逐盤傳給兒童欣賞，讓每人每樣吃一小塊。叫兒童留意每種水果的不同滋味。

- 2 所有水果品嚐完畢後，問兒童如果這幾種水果拌成沙拉會怎樣？
- a 橙會變成另一種水果嗎？
  - b 梨子會失去它的原味嗎？

- 3 叫兒童把各種水果混合，拌成沙拉，然後，把沙拉傳遞，每人各吃每種水果一小塊。然後叫他們討論，每種生果有否失去它的原味和外形？

4 將果子沙拉和美國是一多種族社會這概念作比較。輔助兒童結論說：在美國的中國人、菲律賓人、及其他種族羣體，雖然彼此各有不同之處，大家都同是美國人。每個種族羣體都明確可辨，各有獨特的特徵和價值觀念。對美國整體而言，每個種族都有其貢獻，豐富了整體的生活。

就故事書「Juanito's Parol」及「紅封包」舉例：

- a Juanito 和 Annie 的婆婆怎樣彼此分享他們各自的文化？
- b Aiko 跟 Carlos 分享了些甚麼？

- 5 輔助兒童剪出一個大沙拉盤，作壁報陳列用，然後分發不同顏色的手工紙。教他們剪出不同的水果，如木瓜、油桃、櫻桃等。叫每人把自己種族對美國多元文化社會的貢獻，寫在水果上。  
把這些水果釘在壁報板上的大沙拉盤內。兒童看過每個水果後，輔助他們認識多元文化的價值。

- 6 為增進兒童的知識，教師可用教學圖片「共同的經驗」。叫兒童指出亞洲人、黑人、墨裔人三種相同的經驗，即農田工作、爭取民權、及文化慶祝。教師也許願意更進一步的探討文化的相似點，可重提亞洲人、黑人、及墨裔人所共有的食物，例如豆類食品。多讀民間故事，也是研究各民族共同經驗一個極好的辦法。

Pass out one bowl of fruit at a time and have the children taste a piece of each. Have the children concentrate on the different taste of each fruit.

2. When all the fruits have been tasted, ask the children what would happen if the fruits were tossed together to make a salad:

- a. Will the orange become a different kind of fruit?
  - b. Will the pear lose its special taste?

3. Have the children toss the different fruits together to make a fruit salad. Pass out the salad. Each child should have one piece of each kind of fruit. Have them eat the salad and discuss whether any of the individual fruit lost its distinct taste and appearance in the salad.

4. Draw a parallel between a fruit salad and a conception of the United States as a multiethnic society. Help the children conclude that Chinese, Filipinos, and other ethnic groups in the U.S.—while different from one another—are all people and all Americans. As identifiable groups of people, each ethnic group has its unique characteristics and value. As Americans, each ethnic group enriches the whole.

Cite examples from the storybooks, "Juanito's Parol" and "Red Envelopes".

- a. How did Juanito and Annie's grandmother share each other's culture?
  - b. What did Aiko share with Carlos?
5. Help the children cut out the outline of a giant salad bowl for a bulletin board display. Then pass out construction paper of different colors. Instruct the children to make different kinds of fruits, such as papayas, nectarines, cherries, etc. Have each child write, on a cutout fruit, one contribution of his/her ethnic group to multicultural and multiethnic life in the United States.  
Pin all the fruits inside the salad bowl on the board. After the children review each fruit, help them see the value of cultural pluralism.

6. As an enrichment activity, you may want to use the teaching picture, "Common Experiences." Have the children identify three common experiences of Asians, Blacks, and Chicanos; namely, farm labor, struggle for civil rights, and cultural celebrations. You may also want to study similarities in more depth by refocusing on foods common to Asian, Black and Mexican diets, for example, the bean. Folktales are also an excellent means of studying common experiences among different peoples.



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*Office of Educational Research and Improvement (OERI)*  
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